

# CALIFORNIA SCHOOLS

Volume VI

August, 1935

Number 8



**Official Publication Issued Monthly by the  
California State Department of Education**

Entered as second-class matter May 8, 1930, at the Post Office at Sacramento, California,  
under the Act of August 24, 1912

## CONTENTS

	Page
Youth .....	251
Emergency Average Daily Attendance .....	254
1935 Legislation Relating to School Finance .....	264
Estimates of State Apportionments, 1935-1936 .....	279
Survey of School Building Adequacy in California .....	289
Departmental Communications .....	296
Interpretations of School Law .....	299
For Your Information .....	301
Professional Literature .....	308

### COVER DESIGN

The cover design shows the Palace of Education at the California Pacific International Exposition at San Diego.

## Youth

VIERLING KERSEY, *Superintendent of Public Instruction*

Blamed or flattered, puzzled or unconcerned, guided or misguided, we must recognize in youth today a dynamic force, an advancing level of common educational attainment, and a tremendous power for constructive or casual response to the plans which society makes for it.

In the family, the community, the state, and the nation there is concern about American youth.

Certain concerns evidenced today about youth may be listed:

1. Youth is a period which fifteen years ago meant chronological ages between fourteen and nineteen and now means a period between eighteen and twenty-six or -seven.
2. Youth, formerly a period in which preparation for definite employment and occupational goals were achieved, now means a period during which general preparation is the best suggestion we may offer with certainty. Only slight definiteness as to training which might assure productive, gainful earning can be predicted.
3. Youth formerly was a period fairly well assured to terminate in economic self-sufficiency and social acceptance.
4. Youth has been heretofore a period which self-determination, individual inclination, and mere natural growth fairly well brought on manhood and womanhood. Now the experience of the past coupled with an analysis of the present and wise predictions for the future offer slight guarantee for success or for maturity sufficient to meet the life competition of this day.

All this is not pessimistic. National interest in youth was stimulated some one and one-half years ago in the membership of the National Council of State Superintendents of Public Instruction. A great national plan to recognize youth as a body in our population, heretofore not considered in the recovery era, is announced. The plans are not available. Detail is not offered.

What should the California school people do? Here are a few suggestions:

1. Let us recognize that this youth group in our state comprises some 125,000 out-of-regular-school, out-of-regular-employment young men and women nineteen to twenty-five years of age who need help.

2. This group to be considered in the youth program involves 80,000 youths in third and fourth years of high school, in the junior college, and in colleges and universities, who, within two years, will drop out, be graduated, or complete present offerings of an educational nature, and do what?
3. This youth is intelligent, it is loyal, it is proud of America and her institutions, it loves democracy. Shall it be allowed to turn to hatreds, radicalism, and the destructive, subversive forces which seek it as their convert?
4. This youth is vigorous, healthy, ready, social, of good character and of fine citizenship. What will the community, the state, the nation offer?

Three obvious demands are made upon society by this body:

1. Youth demands security of body, mind, and spirit in the form of extended custodial care. This care they desire in the form of opportunity for constructive expression of energy in return for which food, clothing, and life necessities in youth's own social groups may be assured.
2. Youth demands a constructive, wholesome, healthful, recreation program.
3. Education must be made available so that no one will be denied an opportunity to study, to learn, and to get ready mentally.

This youth program is not to be entirely educational, nor custodial, nor recreational. For each community, for each individual concerned some offering must be available.

For the educational phases of the program, the following personal suggestions are offered:

The educational responsibilities for this service will rest primarily upon secondary schools, vocational offerings (including homemaking) adult education, colleges and universities; mentioned in the order of their importance in the new service.

There are many things which can be done to make ready for participation when the time comes. Here are suggestions:

Make an estimate for your neighborhood, district, city, or community of the numbers you believe might need this service. Classify, by estimate, these youths as to age, education, nationality, sex, permanency in community, as well as community capacity to absorb and support regularly numbers of these young people. Study the community and the youth and your school or schools. Determine therefrom what further educational opportunity, in the main not of the regular type, would strike a common level of benefit to the two—youth and community.

Study your school to know what added load it can carry. Tentatively estimate the new program and be ready when further plans are announced from Washington, when the program for California is made available by the Director for this state. Have your plan so you will be sure to provide advantage so far as you can direct the program for youth in your area through your school. If this is done it is reasonably certain federal funds for the financing of the program will be provided.

What an opportunity! California schools, let's be ready.

# Emergency Average Daily Attendance

VIERLING KERSEY, *Superintendent of Public Instruction*

and

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction,  
and Chief, Division of Research and Statistics*

## EMERGENCY ATTENDANCE REQUESTS, 1934-1935

Eighty-one elementary school districts and five high school districts filed requests for emergency average daily attendance with the Superintendent of Public Instruction during the months of June and July, 1935. Such requests were based upon the provisions of School Code sections 4.750 *et sequitur*, governing the granting of emergency average daily attendance to school districts the records of attendance of which have been lost or destroyed, or in which the average daily attendance has been materially reduced because of public calamity or because of epidemic of unusual duration and prevalence.

## LEGISLATION GOVERNING GRANTING OF EMERGENCY ATTENDANCE

Under the School Code provisions operating prior to the 1935 legislative session, all of these requests, with but a few exceptions, would have had to be granted, and emergency average daily attendance would have been computed according to the formula prescribed in the School Code. This formula defined the average daily attendance in such cases as the average daily attendance of the district during the preceding school year, plus or minus the average yearly increase or decrease in average daily attendance during the preceding three school years thus projecting the trend in average daily attendance during the preceding three years into the current school year. The only requests which would not have had to be granted on this basis would have been those of districts for which reports of communicable disease on file in the State Department of Public Health were inadequate to warrant considering that the districts had experienced epidemics of unusual duration and prevalence.

The School Code sections referred to, however, were amended by the 1935 Legislature in a bill which was sponsored by the State Department of Education and which was enacted as an urgency measure,<sup>1</sup>

<sup>1</sup> Assembly Bill No. 528, Chapter 244, Statutes of 1935.

becoming effective on June 1, 1935. This bill was introduced for the purpose of correcting defects in the School Code provisions referred to. These provisions operated in such a way as to prevent some districts from securing the emergency aid which was intended to be provided, even though such districts clearly merited the additional funds, while at the same time they required emergency apportionments to be made to other districts in amounts far in excess of the needs or merits of the districts.

### **Defects in Emergency Attendance Legislation**

These defects were due to the prescription in the School Code of a uniform method to be employed in computing emergency average daily attendance in all cases, coupled with the stipulation that the emergency average daily attendance granted to a district thereafter became the average daily attendance of the district for that school year for all purposes. These requirements were comparatively satisfactory in the case of districts in which the trend in average daily attendance of the preceding three school years actually did continue in the school year for which emergency average daily attendance was requested. But in the case of districts experiencing a decrease in average daily attendance during the preceding three years with a fairly sharp increase following, the emergency attendance legislation was frequently of no aid, for in such cases the actual average daily attendance earned despite unusual epidemics was greater than the emergency average daily attendance which would have been allowed.

On the other hand, for districts experiencing an increase in average daily attendance during the preceding three years, with a fairly sharp decrease following, the emergency average daily attendance computed by projecting the trend of the preceding three school years in a number of cases was considerably in excess of the average daily attendance which would have been earned even if there had been no public calamity or unusual epidemic. In the latter cases, apportionments based on the emergency average daily attendance so computed were obviously greater than the districts were really entitled to receive.

### **Cumulative Effects of Legislation**

The worst effects of the emergency attendance provisions of the School Code however were found to result in the case of those districts which applied for and were granted emergency average daily attendance for several consecutive years. Among such districts were several of the largest in the state, including Los Angeles and San Francisco, in which an actual reduction in the total school population has been taking place for several years. These districts experienced a rapid

increase in school population until approximately 1932. During this period of comparatively rapid increase in actual average daily attendance the first requests for emergency average daily attendance were submitted and granted. Each succeeding year emergency attendance was also requested and granted through the school year 1933-1934. Since the emergency average daily attendance is required by the School Code to be employed as the actual average daily attendance of the district for the year in which it was granted, subsequent emergency average daily attendance computations were based upon the original emergency average daily attendance allowed. Thus each subsequent year these districts were allowed an emergency average daily attendance which projected the trend in average daily attendance of these districts which was experienced during a period of rapid increase, although during the years when such emergency average daily attendance was allowed the actual average daily attendance of these districts was rapidly decreasing, irrespective of public calamities or unusual epidemics. This group of districts, because of the defects of the School Code provisions concerning emergency average daily attendance, received from the state emergency apportionments estimated as more than one and one-half million dollars in excess of the amounts they actually were entitled to receive on the basis of actual attendance trends.

#### **Amendments Enacted in A. B. 528**

To correct this situation the State Department of Education had introduced and the Legislature enacted the amendments to the School Code referred to previously. These amendments leave to the discretion of the Superintendent of Public Instruction the method to be employed in computing emergency average daily attendance, stipulating merely that he shall estimate the average daily attendance which districts would have earned had the public calamities or unusual epidemics not occurred, on the basis of which emergency average daily attendance is requested. In these amendments the Superintendent of Public Instruction is also given discretion to determine whether the public calamity or epidemics were such as actually to reduce materially the average daily attendance of the districts requesting emergency average daily attendance.

#### **ACTION ON REQUESTS FOR 1934-1935**

##### **Requests Not Allowed**

Emergency attendance requests submitted for the school year 1934-1935 have been acted upon in accordance with the revised School Code provisions. Twenty-nine of the 86 requests received were disapproved

because study of data submitted in connection with these requests indicated that the average daily attendance of the districts for which emergency attendance was requested had not in fact suffered a material reduction in average daily attendance because of the conditions cited in the requests. Twenty-eight of the rejected requests were from elementary school districts, representing 34.5 per cent of the 81 requests received from elementary school districts. The other rejected request was one of the five requests received from high school districts. The 29 requests which were rejected represented 33.7 per cent of the 86 requests received.

### Requests Allowed

Of the 57 emergency attendance requests which were approved, 53 were for elementary school districts, four for high school districts. The reasons cited for requesting emergency average daily attendance were distributed as follows:

Epidemics .....	44
Drouth .....	4
Conflagration .....	4
Floods .....	1
Effects of 1933 earthquake .....	4
	—
Total .....	57

### Methods Employed in Computing Emergency Attendance

The methods employed in computing emergency average daily attendance for these 57 districts varied. In 41 of the 57 cases, an estimate was made of the number of days of pupil absence resulting from the unusual epidemics or from the public disaster which reduced attendance, and the number of days of absence so estimated was added to the actual days of attendance. The total thus secured was divided by the number of days taught and the quotient was allowed as the emergency average daily attendance earned in the district. To this emergency average daily attendance was then added the units of non-resident average daily attendance credited to the district by other districts under contract. The estimated number of days of pupil absence due to epidemics or public disaster was in most cases computed by allowing for each day of the school months during which the attendance was most seriously affected the average daily absence of the school months which were not seriously affected. The difference between this figure and the actual average daily absence reported for the school months affected was multiplied by the number of days taught during such months. The product represented the excess total

days of absence due to the epidemics or public calamity, and was added to the actual days of attendance reported.

In one of these 41 cases a variation of this procedure was employed, when it became apparent that this method was not entirely applicable, a report of the actual number of days of absence due to epidemics being secured, derived from the teachers' registers.

In five cases only was the method previously prescribed by the School Code employed, the emergency average daily attendance allowed being the actual average daily attendance of 1933-1934, plus the average annual increase between 1931-1932 and 1933-1934. These five included four districts in Imperial County in which a temporary loss of population due to excessive drouth conditions reduced attendance materially throughout the entire school year; and one district in San Joaquin County in which the late opening of school due to delay in reconstruction of the school building which was destroyed by fire resulted in a considerable number of pupils enrolling in other schools, thus reducing the attendance of the district materially throughout the entire school year.

Four districts in Los Angeles County applied for emergency attendance because of temporary loss of population due to delay in reconstruction of school buildings destroyed or damaged by the earthquake of 1933. In these cases, since these districts had, with one exception been granted emergency average daily attendance during 1932-1933 and 1933-1934, emergency average daily attendance for 1934-1935 was computed as the actual average daily attendance of 1931-1932, plus three times the average annual increase in average daily attendance from 1929-1930 to 1931-1932. In the case of these districts, it was felt that the trend in average daily attendance during the period 1929-1930 to 1931-1932 probably would have continued had it not been for the earthquake.

One district in Imperial County, the attendance records of which were destroyed by fire, was granted an emergency average daily attendance representing the average of the preceding three school years, this method of computation appearing to be the fairest available.

In one union elementary school district comprised of three elementary school districts in Riverside County, attendance records for the first half of the school year were destroyed by fire, but records were available for 93 days of school. For these districts emergency average daily attendance was computed as the actual average daily attendance reported as earned during the 93 days for which records were available.

In the remaining three districts, two in Sacramento County and one in San Benito County, emergency average daily attendance was

computed as the actual average daily attendance earned during the school months during which attendance was not affected by epidemics. In each of these cases the epidemics involved but one or two school months.

### Summary of Action Taken on Requests for 1934-1935

The following tabulations list alphabetically, by counties, the districts for which emergency attendance requests were denied, and those which were granted emergency average daily attendance for 1934-1935, to be employed as the basis for computing state apportionments for 1935-1936. For the districts the requests of which were allowed, the reason cited for each request is stated, the basis employed in computing emergency average daily attendance is indicated, and the number of units of average daily attendance allowed in excess of the actual average daily attendance earned is given in each case where this figure can be computed. For those districts for which no record of actual average daily attendance is available, the latter figure can not be computed.

### Report of Emergency Attendance Requests Not Allowed, 1934-1935

<i>County and district</i>	<i>County and district</i>
Del Norte County	Riverside County
Klamath Union	Elsinore Union
Klamath	Elsinore
Terwah	
Lincoln	San Benito County
Mill	Ausaymas Joint Union
Smith River Union	Ausaymas
Ocean	Pacheco Pass
	Cienega
Fresno County	Vineyard
Kingsburg Joint Union	
Agenda Joint	San Bernardino County
Eschol	Bloomington
Kingsburg Joint	Mission
Riverbend	
Lassen County	Santa Clara County
Soldier Bridge	Jefferson Union
	Agnew
Madera County	Braly
Central	Jefferson
La Vina	Milliken
	Santa Cruz County
Mendocino County	Soquel Union
Point Arena Union High	Glen Haven
Reservation	Hazel Brook
Orange County	Yuba County
Yorba Linda	Linda

### Report of Emergency Attendance Requests Allowed, 1934-1935

County and district	Reason for request	Basis for computing emergency average daily attendance	Additional A.D.A. allowed
<b>Fresno County</b>			
1. Fresno City elementary	Epidemic (measles)	plus 26,760 days attendance	151
<b>Imperial County</b>			
2. Calipatria elementary	Drouth	1933-34 plus average increase preceding 3 years	40
3. Heber elementary	Drouth	1933-34 plus average increase preceding 3 years	33
4. Imperial elementary	Drouth	1933-34 plus average increase preceding 3 years	40
5. Silsbee elementary	Conflagration	average of preceding 3 years	*
6. Sunset Springs elementary	Drouth	1933-34 plus average increase preceding 3 years	22
<b>Kings County</b>			
7. Hanford elementary	Epidemic (measles, chicken pox)	plus 5,120 days attendance	29
Lemoore Union			
8. Lake elementary	Epidemic (measles, chicken pox)	plus 451 days attendance	2
9. Lemoore elementary	Epidemic (measles, chicken pox)	plus 561 days attendance	2
<b>Los Angeles County</b>			
10. Clearwater elementary	Results of earth- quake	average increase 1929-30-1931-32 times 3 plus A.D.A. 1931-32	249
11. Compton elementary	Results of earth- quake	average increase 1929-30-1931-32 times 3 plus A.D.A. 1931-32	223
12. Garvey elementary	Floods, buildings condemned	plus 2,089 days attendance	34
13. Long Beach elementary	Results of earth- quake	average increase 1929-30-1931-32 times 3 plus A.D.A. 1931-32	2,038

\* Attendance records destroyed by fire.

County and district	Reason for request	Basis for computing emergency average daily attendance	Additional A.D.A. allowed
14. Long Beach high	Results of earthquake	average increase 1929-30—1931-32 times 3 plus A.D.A. 1931-32	1,023
<b>Mendocino County</b>			
15. Ukiah elementary	Epidemic (mumps, poliomyelitis)	plus 4,699 days attendance	30
16. Ukiah Union high	Epidemic (mumps, poliomyelitis)	plus 460 days attendance	3
<b>Merced County</b>			
Merced Union	Epidemic (measles, mumps, flu)	plus 423 days attendance	3
17. Lakeside elementary	Epidemic (measles, mumps, flu)	plus 5,453 days attendance	24
<b>Orange County</b>			
19. Anaheim elementary	Epidemic (measles, flu)	plus 5,403 days attendance	27
20. Buena Park elementary	Epidemic (measles)	plus 1,020 days attendance	6
<b>Placer County</b>			
21. Colfax elementary	Epidemic (scarlet fever, septic sore throat)	plus 650 days attendance (actual)	7
22. Newcastle elementary	Epidemic (scarlet fever)	plus 1,046 days attendance	6
23. Penryn elementary	Epidemic (scarlet fever)	plus 462 days attendance	4
<b>Riverside County</b>			
Palo Verde Union			
24. Palo Verde elementary	Conflagration	actual A.D.A. 93 days	*
25. Rannells elementary	Conflagration	actual A.D.A. 93 days	*
26. Wideawake elementary	Conflagration	actual A.D.A. 93 days	*
<b>Sacramento County</b>			
27. Fruit Ridge elementary	Epidemic (chicken pox, measles)	plus 1,857 days attendance	15
28. North Sacramento elementary	Epidemic (poliomyelitis, measles, chicken pox, scarlet fever)	plus 5,655 days attendance	40
<b>Rio Linda Union</b>			
29. Fruitvale elementary	Epidemic (poliomyelitis)	actual A.D.A. school months 1-3, 7-9	2
30. Rio Linda elementary	Epidemic (poliomyelitis)	actual A.D.A. school months 1-3, 7-9	2

\* Attendance records destroyed by fire.

County and district	Reason for request	Basis for computing emergency average daily attendance	Additional A.D.A. allowed
31. Sacramento City elementary	Epidemic (diphtheria, chicken pox)	plus 27,787 days attendance	172
San Benito County			
32. Hollister elementary	Epidemic ( measles)	plus 4,235 days attendance	43
33. Santa Anita elementary	Epidemic ( measles)	1st 7 school months	1
34. Southside elementary	Epidemic ( measles)	plus 311 days attendance	2
San Bernardino County			
35. Rialto elementary	Epidemic ( measles, chicken pox)	plus 923 days attendance	3
36. Yermo elementary	Epidemic (scarlet fever)	plus 124 days attendance	1
San Francisco City and County			
37. San Francisco elementary	Epidemic (whooping cough, chicken pox, measles, scarlet fever)	plus 88,333 days attendance	456
38. San Francisco high	Epidemic (whooping cough, chicken pox, measles, scarlet fever)	plus 38,478 days attendance	245
San Joaquin County			
39. Tracy elementary	Epidemic ( measles)	plus 5,514 days attendance	30
40. Woods elementary	Epidemic and conflagration	1933-34 A.D.A. plus average increase preceding 3 years	55
San Luis Obispo County			
41. Atascadero elementary	Epidemic ( measles, flu)	plus 1,581 days attendance	8
Santa Clara County			
42. Los Gatos elementary	Epidemic ( measles, scarlet fever, whooping cough)	plus 2,775 days attendance	20
43. Mountain View elementary	Epidemic ( measles, flu)	plus 2,780 days attendance	32
44. Palo Alto elementary	Epidemic ( chicken pox, measles)	plus 4,232 days attendance	34
45. San Jose City elementary	Epidemic ( measles)	plus 7,568 days attendance	58
46. Willow Glen elementary	Epidemic ( measles)	plus 5,384 days attendance	34
Santa Cruz County			
47. Ben Lomond elementary	Epidemic ( diphtheria, measles)	plus 396 days attendance	2

County and district	Reason for request	Basis for computing emergency average daily attendance	Additional A.D.A. allowed
48. Live Oak elementary	Epidemic (measles, chicken pox)	plus 1,095 days attendance	7
49. Santa Cruz City elementary	Epidemic (measles, chicken pox)	plus 6,734 days attendance	37
50. Santa Cruz City high	Epidemic (measles, chicken pox, flu)	plus 2,213 days attendance	44
<b>Sequel Union</b>			
51. Sequel elementary	Epidemic (measles, chicken pox, mumps)	plus 749 days attendance	4
<b>Solano County</b>			
52. Fairfield elementary	Epidemic (scarlet fever)	plus 1,288 days attendance	7
<b>Stanislaus County</b>			
53. Newman elementary	Epidemic (measles, chicken pox)	plus 866 days attendance	5
<b>Yolo County</b>			
54. Bryte elementary	Epidemic (measles)	plus 437 days attendance	3
55. Davis elementary	Epidemic (chicken pox, flu)	plus 916 days attendance	5
56. Washington elementary	Epidemic (chicken pox, measles, mumps)	plus 1,744 days attendance	3
<b>Yuba County</b>			
57. Wheatland elementary	Epidemic (scarlet fever, measles, chicken pox)	plus 252 days attendance	2

## 1935 Legislation Relating to School Finance

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction,  
and Chief, Division of Research and Statistics*

The following is a brief summary of the provisions of bills enacted by the 1935 Legislature and signed by the Governor in so far as they relate to the financing of the public schools. The effective date of all bills enacted is September 15, 1935, unless the bills carried urgency provisions making them effective immediately upon signature by the Governor. The effective date of each bill, and the school year during which the financial provisions will first be operative are indicated in the statement relative to each bill.

The bills are classified according to major subjects dealt with, the subjects being listed alphabetically. The number of each bill and the chapter number of each in the 1935 Statutes are also indicated.

### APPORTIONMENTS

#### County Elementary School Supervision Fund

##### A. B. 1181 (Ch. 745)

This bill includes the average daily attendance in emergency schools maintained by the county superintendent of schools under School Code section 2.123 in the base upon which apportionments are computed for the county elementary school supervision fund. It excludes attendance in elementary school districts from the base upon which apportionments are computed for the county elementary school supervision fund if such districts are members of union districts, the aggregate average daily attendance in which is 300 or more. Effective September 15, 1935. Will affect state apportionments during 1935-36.

#### Deductions for Teachers' Retirement Salary

##### A. B. 794 (Ch. 613)

County auditors are required to deduct from state apportionments to each school district \$6 in each of the months of April and October for each employee subject to the state teachers' retirement salary fund. Effective September 15, 1935.

#### Emergency Average Daily Attendance

See *Emergency Average Daily Attendance* under *ATTENDANCE*.

**Emergency Schools****A. B. 1181 (Ch. 745)**

State apportionments on account of emergency schools maintained by county superintendents of schools under School Code section 2.123 are required to be made to the unapportioned county elementary school fund instead of to the elementary school district in which the emergency schools were maintained. Apportionments will be made as follows, effective during the school year 1935-36: One teacher unit (\$1,400) is required for each 35 or fraction of 35 units of average daily attendance in emergency schools for each elementary school district in which emergency schools were maintained. In addition the usual pro rata apportionments on average daily attendance will be allowed from the State (elementary) School Fund and from the State General Fund. All apportionments on account of emergency schools will be made to the unapportioned county elementary school fund. Effective September 15, 1935.

Apportionments made to unapportioned county elementary school funds on account of emergency schools as required in Assembly Bill No. 1181 are construed to be minimum amounts required to be apportioned to these funds, regardless of the maximum limitation set in Senate Bill No. 99. (See *Unapportioned County Funds*, below.)

**High School Course****A. B. 310 (Ch. 438)**

This bill defines a high school course maintained by a high school district in an elementary school as a high school and requires state apportionments to be made as to other high schools on years maintained as well as on average daily attendance. Effective September 15, 1935. Will affect state apportionments during 1936-37 but not during 1935-36.

**High School Districts****A. B. 1181 (Ch. 745)**

A state apportionment of \$3,200 is required to be made to each new high school district during the first school year during which the organization of the high school district is effective. Effective September 15, 1935. Will affect apportionments during 1935-36.

**Unapportioned County Elementary School Fund**

See *Emergency Schools*, above.

**Unapportioned County Funds****S. B. 99 (Ch. 250)**

State apportionments to unapportioned county elementary and high school funds are authorized in amounts not to exceed 10 per cent of the apportionment made during the preceding school year to the county from the State (elementary) School Fund and from the State High School Fund, respectively. The amount apportioned is subject to approval by the Superintendent of Public Instruction of estimates submitted by county superintendents of schools. Effective September 15, 1935. This bill will affect state apportionments during 1935-36 to unapportioned county funds.

**Unapportioned County High School Fund****A. B. 1181 (Ch. 745)**

This bill authorizes state apportionments to unapportioned county high school funds without limitation except the approval of the Superintendent of Public Instruction for counties in which no high school is maintained. Effective September 15, 1935. This bill will affect state apportionments during 1935-36.

**Union Elementary School Districts****A. B. 1181 (Ch. 745)**

This bill requires a teacher unit (\$1,400) apportionment to union elementary school districts on account of each 300 average daily attendance in the aggregate in the entire union district. Effective September 15, 1935. Will affect state apportionments during 1935-36.

**Vocational Education Funds****A. B. 927 (Ch. 364)**

Appropriates state funds to match Federal George-Ellzey funds for apportionment to districts for vocational classes in agriculture, home-making, and trades and industries. Effective June 27, 1935.

**ATTENDANCE****Emergency Average Daily Attendance****A. B. 528 (Ch. 244)**

The Superintendent of Public Instruction is required to estimate average daily attendance in districts suffering material loss of average daily attendance due to epidemic or public calamity and for schools closed by a board of health or because of fire, flood, or other unusual condition. The bill includes impassable roads due to inclement weather as a public calamity. Effective June 1, 1935.

**Emergency Schools**

See *Emergency Schools* under *APPORTIONMENTS* above.

**Interstate Attendance****S. B. 888 (Ch. 820)**

This bill permits the attendance in any California school district of any type or class of pupils residing in adjoining states contiguous to the California school district of attendance and requires the payment of tuition for such attendance. Effective September 15, 1935. Will affect attendance during 1935-36. Will not affect state apportionments until 1936-37.

**BUDGETS****General Reserve****A. B. 930 (Ch. 184)**

This bill requires the inclusion in all school district budgets of a *general reserve* to meet expenses during the succeeding year prior to the receipt of district taxes. It also requires each budget to show the estimated cash balances as shown by the records of the county auditor, and actual receipts from state apportionments as estimated by the Superintendent of Public Instruction. All known income is required to be shown and estimates of income not definitely known. Effective May 22, 1935.

**BUILDINGS****Exemption from Authority of Division of Architecture****A. B. 166 (Ch. 284)**

This bill raises from \$2,000 to \$4,000 the cost of construction of new buildings not subject to the authority of the Division of Architecture. Effective September 15, 1935.

**BUSES****Uniform Color: Regulation of Transportation****S. B. 663 (Ch. 433)**

Senate Bill No. 663 authorizes the State Board of Education to regulate pupil transportation and to prescribe uniform color for school buses (regulations now effective prescribe medium chrome yellow with black trim). Authorizes the California Highway Patrol to enforce regulations of the State Board of Education governing pupil transportation. Effective September 15, 1935.

**Safety Glass****A. B. 1784 (Ch. 332)**

New motor vehicles sold after January 1, 1936, are required to be equipped throughout with safety glass of a type approved by the department of motor vehicles.

**CONTRACTS****Alteration or Construction—Boards to Include Salvage****S. B. 886 (Ch. 240)**

This bill authorizes governing boards of school districts to require bids for construction or alteration of buildings to include estimated allowance for the purchase and removal of the property which is to be replaced. Effective June 1, 1935.

**COUNTY SUPERINTENDENTS OF SCHOOLS****Emergency Schools and Teachers****A. B. 414 (Ch. 175)**

County superintendents of schools are authorized to maintain emergency schools, provide emergency teachers for regular schools, or provide transportation for pupils in all cases where pupils otherwise could not attend school, the cost to be borne by the unapportioned county elementary school fund. Effective September 15, 1935.

**Estimates of Unapportioned County Funds**

See *Unapportioned County Funds* under *APPORTIONMENTS*, above.

**DISTRICTS****Annexation of Indian Reservation****S. B. 230 (Ch. 405)**

County boards of supervisors are required after July 1, 1936, to annex to a contiguous elementary school district any Indian reservation which lies within the county and which is not then part of an elementary school district.

**Unification of Coterminous Districts****A. B. 1205 (Ch. 773)**

This bill creates, as of July 1, 1936, a unified school district for all school purposes in all cases where elementary and high school or elementary school, high school and junior college district boundaries are coterminous. In all cases where such districts are coterminous with a chartered city or a city of the first to fifth classes, inclusive,

the board of education of such city is made the governing board of the unified school district. In all cases where a unified school district is not coterminous with a chartered city or with a city of the first to the fifth classes, inclusive, the district is required to be governed by a board of five members to be elected at large: members of the governing board of the present elementary school district to serve on the unified school board until the next election. Effective September 15, 1935.

### **ELECTIONS**

#### **Exemption from Expenditure Limitation**

##### **S. B. 654 (Ch. 325)**

Elections held for the purpose of authorizing exemption from the limitation on annual expenditure increases imposed by law are required to be held in the manner provided for elections for the issuance of school district bonds. Provides certain exceptions. Effective September 15, 1935.

#### **Expenses of Elections**

##### **A. B. 523 (Ch. 468)**

This bill requires the expenses of any district election called by the governing board of any school district to be paid from district funds. Effective September 15, 1935.

### **EMERGENCY SCHOOLS**

#### **EMERGENCY TEACHERS**

See *Emergency Schools and Teachers* under *COUNTY SUPER-INTENDENTS OF SCHOOLS*, above.

### **EMPLOYEES, CERTIFICATED**

#### **Retirement**

See *Deductions for Teachers' Retirement Salary* under *APPORTIONMENTS*, above.

### **EMPLOYEES, NON-CERTIFICATED**

#### **Merit System**

##### **A. B. 999 (Ch. 618)**

The governing board of a school district having 850 or more average daily attendance is authorized to establish a merit system for the employment and dismissal of non-certificated employees. A personnel commission is provided for in such districts the members to receive \$5 per meeting, not to exceed \$50 per month per member. The personnel commission is authorized to prepare an annual budget and to expend

moneys. The budget of the personnel commission must be included in the school district budget. Effective September 15, 1935.

### EXPENDITURE LIMITATION

#### Elections for Authorization to Exceed Expenditure Limitation

See *Exemption from Expenditure Limitation* under *ELECTIONS*, above.

#### Limitation on Annual Expenditure Increases

##### A. B. 834 (Ch. 356)

This bill limits the expenditures of school districts of moneys derived from real and personal property taxes only to an amount 5 per cent in excess of the expenditures made from the same source during the preceding school year; 10 per cent in excess of those of the second preceding school year, or 15 per cent in excess of those of the third preceding school year. If the actual expenditures of any preceding school year or years from local taxes included amounts in excess of the maximum expenditure permissible for such year or years, the legal maximum permissible expenditure for such year or years must be employed as a base rather than the actual expenditures in computing the legally permissible expenditures for succeeding school years. The bill authorizes districts to exceed the limitation on expenditures from local taxes if the total expenditures, including state apportionments (but excluding federal funds, transfers received from other districts, insurance receipts and gifts and donations) do not exceed the same limitation.

Exemptions from the expenditure limitation are authorized to be granted by the State Board of Equalization or by a majority vote of the electors of the district. Action must be taken by the Board of Equalization within twenty days after receipt of application and within twenty days after September 15 in the case of applications filed prior to September 15, 1935.

Section 3714b of the Political Code previously requiring boards of supervisors to reduce budgets to maximum permissible expenditures is repealed (Attorney General's opinion No. 10052, dated July 13, 1935, holds that the provisions of Political Code section 3714b requiring boards of supervisors to reduce school district budgets to an amount not more than 5 per cent in excess of the actual expenditures of 1934-35 ceased to be effective on July 1, 1935, the date of expiration of the previous constitutional expenditure limitation).

This bill is effective September 15, 1935.

The constitutionality of this bill has been questioned and probably will be tested by court action.

## FEES

### District Junior Colleges

#### S. B. 133 (Ch. 235)

Governing boards of junior college districts are authorized to require an annual tuition fee of each student for the education of whom the district is not entitled by any other law to receive from any other source an amount equal to at least the total cost to the district of educating such pupil, exclusive of the amounts apportioned to the district from the State Junior College Fund. Effective September 15, 1935.

### District Junior Colleges

#### S. B. 888 (Ch. 820)

Governing boards of junior college districts are prohibited the charging of a tuition fee to students who are residents of California or who have lived in California for one year. Effective September 15, 1935.

## FIRST AID KITS

#### A. B. 429 (Ch. 463)

First aid kits are required to be taken on all field trips in which pupils participate. Minimum content of such kits is specified in the bill. Effective September 15, 1935.

## FUNDS

### Retirement Salary Fund

#### A. B. 794 (Ch. 613)

Certificated employees subject to the state teachers' retirement salary fund are required to pay \$24 per annum to said fund. Governing boards of school districts are required to pay \$12 per annum to the state teachers' retirement salary fund for each certificated employee subject to said fund. Numerous other amendments are also made to the existing state teachers' retirement salary fund legislation. A teachers' annuity deposit fund is established and teachers elected or appointed on or after July 1, 1935, are required to contribute thereto a monthly deposit equal to \$2 less than 4 per cent of their monthly salary. Teachers employed prior to July 1, 1935, are allowed to make similar contributions and annuities are provided to be paid to retired teachers from the annuity deposit fund. Effective September 15, 1935.

### Sinking Fund for Fire Insurance

#### A. B. 2134 (Ch. 507)

This bill authorizes the establishment of a sinking fund for the purpose of covering fire losses in districts situated within or partly

within cities of the first class or of the first and one-half class (Los Angeles and San Francisco only). Annual payments to the sinking fund are authorized in amounts not less than 50 per cent of the amount of the premium estimated by the governing board of the district as necessary to carry such insurance. Effective September 15, 1935.

#### **State Junior College Fund (Budget Bill)**

##### **A. B. 700 (Ch. 341)**

This bill appropriates \$1,918,450 to be transferred to the State Junior College Fund as provided in School Code section 4.52. Effective June 14, 1935.

##### **S. B. 984 (Ch. 606)**

This bill limits the amount to be transferred from the State General Fund to the State Junior College Fund to such amounts as when added to the balance in said State Junior College Fund will equal \$90 per unit of average daily attendance in junior college districts plus \$2,000 for each district junior college. This bill supersedes the junior college appropriation provided in A. B. 700. Effective September 15, 1935.

#### **Unapportioned County Elementary School Fund**

See *Emergency Schools and Teachers* under *COUNTY SUPERINTENDENTS OF SCHOOLS*, above.

#### **Unapportioned County Elementary and High School Funds**

See *County Elementary School Supervision Fund*, *Emergency Schools*, *Unapportioned County Funds*, *Unapportioned County High School Fund* and *Union Elementary School Districts* under *APPORTIONMENTS*, above: also *Emergency Schools and Teachers* under *COUNTY SUPERINTENDENTS OF SCHOOLS*.

#### **Vocational Funds**

See *Vocational Education Funds* under *APPORTIONMENTS*, above.

#### **Warehouse Stock Revolving Fund**

##### **A. B. 929 (Ch. 267)**

The maintenance of a joint warehouse stock revolving fund is authorized in cases where two or more districts are governed by one board of identical personnel. Effective September 15, 1935.

## HIGH SCHOOL COURSE

See *High School Course* under *APPORTIONMENTS*, above.

## INDEBTEDNESS

### Tax Anticipation Warrants

#### A. B. 1264 (Ch. 523)

This bill authorizes the issuance by any school district of notes, tax anticipation warrants or other evidences of indebtedness in amounts not to exceed 50 per cent of the estimated income for the current fiscal year. A two-thirds vote of the members of the governing board of the district is required to issue such notes, etc., which must be sold by the board of supervisors to the bidder offering the lowest rate of interest or whose bid represents the lowest net cost to the district. The rate of interest on such loans shall not exceed 5 per cent. The repayment of money borrowed by such instruments is established as a first lien against all district income of the current fiscal year. Funds borrowed prior to December 31 in any school year are required to be repaid not later than December 31; other amounts borrowed must be repaid not later than May 30 of the same fiscal year. Effective September 15, 1935.

## INDIAN RESERVATIONS

### Annexation

See *Annexation of Indian Reservation* under *DISTRICTS*, above.

## INDIAN SCHOOLS

### Separate Schools for Indians

#### S. B. 231 (Ch. 488)

This bill prohibits the establishment of separate schools for children of Indians who are wards of the United States Government or descendants of the original American Indians of the United States. Effective September 15, 1935.

## INSURANCE

### Fire Insurance Sinking Fund

See *Sinking Fund for Fire Insurance* under *FUNDS*, above.

## JUDGMENTS

### Payment of Judgments by School Districts

#### S. B. 569 (Ch. 454)

Payment of judgments against school districts for debts, liabilities, or damages is required to be made during the fiscal year succeeding

that in which the judgment was assessed or in not to exceed three annual installments with interest at a rate not to exceed 4 per cent per annum. Effective September 15, 1935.

### **JUNIOR COLLEGES**

#### **Appropriation for District Junior College Fund**

See *State Junior College Fund* under *FUNDS*, above.

#### **Dormitories**

##### **S. B. 53 (Ch. 232)**

This bill authorizes construction and maintenance of dormitories by the governing board of any junior college district. Effective September 15, 1935.

#### **Non-resident Tuition Fee**

See *District Junior Colleges* under *FEEES*, above.

### **JUNIOR HIGH SCHOOLS**

##### **S. B. 308 (Ch. 237)**

This bill authorizes the establishment and maintenance of junior high schools in a high school district comprising a single elementary school district. Effective September 15, 1935.

### **PERIODICALS**

#### **Subscriptions Payable in Advance**

##### **A. B. 439 (Ch. 439)**

This bill authorizes payments of subscriptions for newspapers and other periodicals in advance where savings can be effected by such advance payment. Effective September 15, 1935.

### **RETIREMENT**

See *Retirement Salary Fund* under *FUNDS*, above.

### **TAX ANTICIPATION WARRANTS**

See *INDEBTEDNESS*, above.

### **TAXES**

#### **Intangible Securities Tax**

##### **S. B. 1112 (Ch. 804)**

This bill provides that county taxes on intangible securities shall be discontinued upon signature by the Governor of a net income tax (County tax on solvent credits is not discontinued by this bill).

Effective September 15, 1935. (Note: A. B. 1182, Ch. 329, levying a State net income tax became effective June 13, 1935.)

## TEACHERS COLLEGES

### Contracts with Elementary School Districts

#### S. B. 376 (Ch. 324)

This bill authorizes contracts between teachers colleges and any elementary school district within which a state teachers college is located for the education by the state teachers college of pupils eligible to attend school in the elementary school district. The education of such pupils under contract is permitted either on the campus of the state teachers college or in a building of the school district. Effective September 15, 1935.

## TENURE

See *Merit System* under *EMPLOYEES, NON-CERTIFICATED*, above.

## TRANSPORTATION OF PUPILS

### Buses

See *BUSES*, above.

### Regulation

See *BUSES*, above.

### Safety Glass

See *BUSES*, above.

## TUITION

### Junior College Tuition Fees

See *District Junior Colleges* under *FEES*, above.

### Interstate Attendance

See *Interstate Attendance* under *ATTENDANCE*, above.

## WARRANTS

### Registration of School District Warrants

#### A. B. 450 (Ch. 610)

County boards of supervisors are authorized with the approval of the county superintendent of schools to require school district warrants to be registered in the same manner as other county warrants (by the county treasurer instead of by the county superintendent of schools). The maximum interest rate on warrants so registered is fixed at 5 per cent. Effective September 15, 1935.

### FINANCE BILLS VETOED

The following bills which affected the financing of the public schools and which were passed by the 1935 Legislature were pocket-vetoed by the Governor and hence will not be effective. Particular attention is directed to the fact that Assembly Bill No. 1343 is among the bills which were vetoed. This bill related to interdistrict attendance and contracts for tuition. Since this bill has been vetoed the present provisions of the School Code will continue to operate to require the crediting of all contract attendance to the district of residence and to require all inter-high school district and inter-junior college district attendance to be subject to a prior contract entered into between the governing boards of the districts of residence and attendance. During the current school year therefore it will be necessary for contracts to be executed between districts in accordance with the same legislation which has been effective during the past school year and records of attendance must be kept in such manner as to permit the crediting of non-resident attendance to the district of residence in all cases where pupils are educated under contract.

#### **Emergency Reserve Fund and School District Sinking Fund**

##### **A. B. 1188**

This bill would have authorized establishment of an emergency reserve fund and of a school district sinking fund; the former would have been employed for the purpose of payments for capital outlays, teachers' salaries, or other objects when other funds were not available. The latter, the school district sinking fund, would have been provided for the purpose of replacement of school district buildings.

#### **Food and Lodging**

##### **A. B. 762**

Would have authorized county superintendents of schools to pay cost of food and lodging in lieu of pupil transportation.

#### **Insurance**

##### **S. B. 556**

Would have authorized insurance of school properties with mutual insurance companies authorized to do business in this state.

#### **Interdistrict Attendance**

##### **A. B. 1343**

Would have required prior consent of governing boards of district of residence and district of attendance for all interdistrict

attendance; crediting of all average daily attendance to district of attendance; and approval by county superintendent of schools of all interdistrict attendance contracts.

The vetoing of Assembly Bill No. 1343 automatically prevents enactment of Section 1 of Senate Bill No. 888, requiring prior consent of high school and junior college boards to interdistrict junior college attendance.

### **Interstate Attendance**

#### **A. B. 1605**

Would have permitted attendance of California pupils upon elementary schools in adjoining states and provided for payment of tuition by California counties of residence from county tuition tax and state apportionments.

### **Liability Insurance**

#### **A. B. 1987**

Would have authorized school districts to insure against liability for injuries or damages.

### **Liability, Limitation on**

#### **A. B. 1546**

Would have limited liability of school districts under the General Laws for injuries to person or property to specified amounts.

### **Liability of School Districts**

#### **A. B. 522**

Would have authorized school districts to recover from officers, agents, or employees damages assessed against the districts because of such individuals.

### **Library Books**

#### **A. B. 1198**

Would have repealed requirements of School Code relative to annual report of books purchased from school district library funds.

### **Local Retirement Systems for Certificated Employees**

#### **A. B. 1395**

Would have authorized the establishment of district retirement systems in districts having an average daily attendance of 850 or more.

**Payment of Elections Officials****A. B. 1753**

Would have authorized payment of inspectors and judges of elections from school district funds. (Assembly Bill No. 523 authorizing payment of the expenses of any district election called by the governing board of the school district was signed by the Governor as Chapter 468.)

**Transportation****A. B. 206 and S. B. 5**

Would have exempted from state tax on transportation operators those operators transporting pupils only for amounts not in excess of \$50 per month.

**Transportation, Payment in Lieu of****A. B. 622**

Would have authorized payment to parents or guardians in stipulated amounts in lieu of transportation.

## **Estimates of State Apportionments, 1935-1936**

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction  
and Chief of Division of Research and Statistics*

### **BILLS AFFECTING APPORTIONMENTS**

The apportionment of state moneys to school districts and to county school funds during 1935-1936 will be affected by the provisions of several bills passed by the 1935 Legislature. Apportionment estimates issued by the office of the Superintendent of Public Instruction were based upon the provisions of these bills, under the assumption that all of the following bills excepting Senate Bill No. 984 would be signed by the Governor. Since all of these bills have been signed, including Senate Bill No. 984, no revision will be necessary in the apportionment estimates as a result, except in the case of the district junior college apportionments.

Bills passed by the 1935 Legislature and signed by the Governor which will affect the apportionments of state moneys to school districts and to county school funds during 1935-36 are the following:

#### **Emergency Average Daily Attendance**

Assembly Bill No. 528 (Chapter 244, Statutes 1935). This bill, which was signed by the Governor on June 1, 1935, was an urgency measure which, therefore, was effective immediately. It revised the method of computing emergency average daily attendance for schools and districts the attendance records of which were lost or destroyed, or the actual average daily attendance of which was materially reduced on account of public calamities or epidemics of unusual duration and prevalence. Under the provisions of this bill the formula for computing emergency average daily attendance previously prescribed by School Code section 4.750 was discontinued, and the Superintendent of Public Instruction is required to estimate the average daily attendance actually earned in those schools the attendance records of which were lost or destroyed and also to estimate the average daily attendance which would have been earned in those districts suffering a material loss of average daily attendance as a result of public calamities or because of epidemics if such public calamities or epidemics had not occurred.

Under the requirements of this bill emergency average daily attendance has been computed this year on a number of different bases, the

basis of computation in each case being determined by the facts available. Only in one or two cases was there employed the old method previously prescribed, that of adding to or subtracting from the previous year's average daily attendance the average yearly increase or decrease of the preceding three school years. The methods actually employed in computing emergency average daily attendance this year are explained in full elsewhere in this number of *California Schools*.

### **District Junior Colleges**

Senate Bill No. 984 (Chapter 606, Statutes 1935). This bill has been signed by the Governor. Its effect will be to require an annual transfer from the State General Fund to the Junior College Fund of such amount as will provide, when added to the moneys received in the Junior College Fund from the federal government, \$2,000 for each district junior college, plus \$90 per unit of average daily attendance in junior college districts. Signature of this bill reduces the apportionment to junior college districts during 1935-1936 below the figure originally estimated.

### **Unapportioned County Funds**

Senate Bill No. 99 (Chapter 250, Statutes 1935). This bill will affect state apportionments to unapportioned county elementary and high school funds during 1935-1936. It authorizes apportionments to such funds in amounts not to exceed 10 per cent of the total state apportionment to the county during the preceding school year from the State (elementary) School Fund and from the State High School Fund, respectively. The former legal limit of such apportionments was an amount equal to 5 per cent of the preceding year's apportionment to the county from the State School Fund and State High School Fund. Senate Bill No. 99 also requires that the Superintendent of Public Instruction shall approve the estimates submitted by county superintendents of schools before apportioning state moneys to the unapportioned county school funds.

### **Emergency Schools, High School Districts, Supervision Fund, Unapportioned County Funds, and Union Elementary School Districts**

Assembly Bill No. 1181 (Chapter 745, Statutes 1935). This bill will affect state apportionments for 1935-1936 as follows:

*Emergency schools.* Apportionments of state funds are required to be made to the unapportioned county elementary school fund on account of emergency schools as follows: One teacher unit (\$1400) is allowed for each thirty-five or fraction of thirty-five units of average daily attendance in emergency schools in each elementary school district. Pro rata apportionments on average daily attendance from the

State (elementary) School Fund and the State General Fund are required on account of the average daily attendance in emergency schools.

*High school districts.* An apportionment of \$3200 is required for each new high school district during the first year during which the formation of the new high school district is effective.

*Supervision fund.* Average daily attendance in emergency schools is included as part of base for computing teacher units of apportionment to the county elementary school supervision fund. The bill excludes from base for computing teacher units for the county elementary school supervision fund average daily attendance in elementary school districts which are members of union elementary school districts having an aggregate total average daily attendance of 300 or more.

*Unapportioned county high school funds.* State apportionments are authorized to unapportioned county high school funds without limitation except approval of Superintendent of Public Instruction for counties in which no high school is maintained.

*Union elementary school districts.* The bill requires one teacher unit (\$1400) to be apportioned to each union elementary school district for each 300 in the aggregate average daily attendance in the entire union district.

#### ESTIMATES OF APPORTIONMENTS

The following estimates of the apportionment of state school funds for the school year 1935-1936 are based upon annual reports of average daily attendance during 1934-1935 submitted to the Superintendent of Public Instruction by county superintendents of schools. These reports are subject to correction. Therefore the apportionment estimates are subject to revision because of corrections in the reports from county superintendents of schools.

The estimate of apportionments for district junior colleges is a revision of the estimate previously issued. The revision is based upon the provisions of Senate Bill No. 984 which limits the total apportionment to junior college districts to \$2,000 per junior college, plus \$90 per unit of average daily attendance.

Federal and state vocational funds are not included in these apportionment estimates. A separate statement of the apportionment of such funds is at present being prepared by the Commission for Vocational Education.

Table No. 1

**Teacher Units and Average Daily Attendance Employed as Basis for  
Estimate of Apportionments for Elementary Schools,  
by Counties, 1935-1936**

County	Teacher units allowed				Average daily attendance		
	To districts	To county			Credited to districts	Credited to unapportioned fund	Total
		Supervision fund	Unapportioned fund	Total			
Alameda.....	1,594	7		1,601	49,585		49,585
Alpine.....	3			3	45		45
Amador.....	44	3		47	947		947
Butte.....	182	6	4	192	4,886	53	4,939
Calaveras.....	43	3		46	783		783
Columbia.....	52	3	1	56	1,193	12	1,205
Contra Costa.....	393	8	1	402	11,632	7	11,639
Del Norte.....	26	1	2	29	656	28	684
El Dorado.....	70	3		73	1,241		1,241
Fresno.....	781	34	5	820	22,688	65	22,753
Glenn.....	77	3		80	1,713		1,713
Humboldt.....	234	11	1	246	5,672	4	5,676
Imperial.....	316	9		325	9,279		9,279
Inyo.....	38	2		40	867		867
Kern.....	487	16		503	14,202		14,202
Kings.....	151	7		158	4,361		4,361
Lake.....	48	2		50	1,019		1,019
Lassen.....	70	1	2	73	1,635	11	1,646
Los Angeles.....	8,111	17	2	8,130	253,592	28	253,620
Madera.....	112	6		118	2,928		2,928
Marin.....	138	6	1	145	3,782	8	3,790
Mariposa.....	30	2	2	34	488	22	510
Mendocino.....	160	6	8	174	3,033	56	3,089
Merced.....	223	11	2	236	6,330	30	6,360
Modoc.....	47	3	3	53	810	22	832
Mono.....	10	1	3	14	156	46	202
Monterey.....	295	10	3	308	7,714	18	7,732
Napa.....	89	4		93	2,112		2,112
Nevada.....	67	2	2	71	1,629	11	1,640
Orange.....	524	11		535	16,320		16,320
Placer.....	150	5	1	156	3,891	9	3,900
Plumas.....	40	3	4	47	881	41	922
Riverside.....	429	11	1	441	12,720	14	12,734
Sacramento.....	569	13		582	16,980		16,980
San Benito.....	67	3	1	71	1,507	4	1,511
San Bernardino.....	645	13	5	663	19,540	145	19,685
San Diego.....	890	12	4	906	26,535	55	26,590
San Francisco.....	1,425			1,425	44,685		44,685
San Joaquin.....	480	16		496	14,169		14,169
San Luis Obispo.....	158	7		165	3,689		3,689
San Mateo.....	335	6		341	10,277		10,277
Santa Barbara.....	287	7	1	295	8,158	9	8,167
Santa Clara.....	633	11		644	18,783		18,783
Santa Cruz.....	179	5		184	4,753		4,753
Shasta.....	114	5		119	2,055		2,055
Sierra.....	14	1	2	17	300	11	311
Siskiyou.....	164	7	2	173	3,714	15	3,729
Solano.....	156	6		162	4,344		4,344
Sonoma.....	289	15		304	7,423		7,423
Stanislaus.....	305	11		316	9,023		9,023
Sutter.....	86	5		91	2,226		2,226
Tehama.....	92	4	1	97	1,967	14	1,981
Trinity.....	29	1	2	32	419	22	441
Tulare.....	443	20	3	466	12,767	24	12,791
Tuolumne.....	48	3		51	1,172		1,172
Ventura.....	297	9	2	308	8,833	4	8,837
Yolo.....	111	7		118	3,133		3,133
Yuba.....	69	3		72	1,594		1,594
Totals.....	22,919	407	71	23,397	676,836	788	677,624

Table No. 2

**Estimate of Apportionments from the State School Fund and from the  
State General Fund for Elementary Schools, by Counties, 1935-1936**

County	On total teacher units	On total average daily attendance			
		From State School Fund at \$5.8304015+ per unit	From State General Fund		Total appor- tionment on average daily attendance
			Amount per unit	Appor- tion- ment	
Alameda.....	\$2,241,400	\$289,100 46	\$5.6757598	\$281,432 55	\$570,533 01
Alpine.....	4,200	262.37	5.8304015	262 37	524 74
Amador.....	65,800	5,521 39	5.8304015	5,521 39	11,042 78
Butte.....	268,800	28,796 35	5.8304015	28,796 35	57,592 70
Calaveras.....	64,400	4,565 20	5.7397190	4,494 20	9,059 40
Colusa.....	78,400	7,025 63	5.7504979	6,929 35	13,954 98
Contra Costa.....	562,800	67,860 04	5.0055881	58,260 04	126,120 08
Del Norte.....	40,600	3,987 99	5.8304015	3,987 99	7,975 98
El Dorado.....	102,200	7,235 53	5.8304015	7,235 53	14,471 06
Fresno.....	1,148,000	132,659 13	5.2205920	118,784 13	251,443 26
Glenn.....	112,000	9,987 48	5.8304015	9,987 48	19,974 96
Humboldt.....	344,400	33,093 38	4.9214182	27,933 97	61,027 35
Imperial.....	455,000	54,100 30	5.8304015	54,100 30	108,200 60
Inyo.....	56,000	5,054 96	5.8304015	5,054 96	10,109 92
Kern.....	704,200	82,803 36	4.5320630	64,364 36	147,167 72
Kings.....	221,200	25,426 38	5.8304015	25,426 38	50,852 76
Lake.....	70,000	5,941 18	5.8304015	5,941 18	11,882 36
Lassen.....	102,200	9,596 84	3.9570048	6,513 23	16,110 07
Los Angeles.....	11,382,000	1,478,706 43	6.9710272	1,767,991 94	3,246,698 37
Madera.....	165,200	17,071 42	4.7441974	13,891 01	30,962 43
Marin.....	203,000	22,097 22	5.8304015	22,097 22	44,194 44
Mariposa.....	47,600	2,973 50	5.8304015	2,973 50	5,947 00
Mendocino.....	243,600	18,010 11	5.7656555	17,810 11	35,820 22
Merced.....	330,400	37,081 35	5.8304015	37,081 35	74,162 70
Modoc.....	74,200	4,850 89	5.8304015	4,850 89	9,701 78
Mono.....	19,600	1,177 74	5.8304015	1,177 74	2,355 48
Monterey.....	431,200	45,080 66	4.3733393	33,814 66	78,895 32
Napa.....	130,200	12,313 81	5.8304015	12,313 81	24,627 62
Nevada.....	99,400	9,561 86	5.8304015	9,561 86	19,123 72
Orange.....	749,000	95,152 15	7.0271819	114,683 61	209,835 76
Placer.....	218,400	22,738 57	4.9738435	19,397 99	42,136 56
Plumas.....	65,800	5,375 63	3.9106616	3,605 63	8,981 26
Riverside.....	617,400	74,244 33	5.8304015	74,244 33	148,488 66
Sacramento.....	814,800	99,000 22	5.8304015	99,000 22	198,000 44
San Benito.....	99,400	8,809 74	5.8304015	8,809 74	17,619 48
San Bernardino.....	1,928,200	114,771 45	5.3409423	105,136 45	219,907 90
San Diego.....	1,268,400	155,030 38	5.8304015	155,030 38	310,060 76
San Francisco.....	1,995,000	260,531 49	6.5414996	292,306 91	552,838 40
San Joaquin.....	694,400	82,610 96	5.8304015	82,610 96	165,221 92
San Luis Obispo.....	231,000	21,508 35	4.6024261	16,978 35	38,486 70
San Mateo.....	477,400	59,919 04	6.4140361	65,917 05	125,836 09
Santa Barbara.....	413,000	47,616 89	5.8304015	47,616 89	95,233 78
Santa Clara.....	901,600	109,512 43	5.2943672	99,444 10	208,956 53
Santa Cruz.....	257,600	27,711 90	3.5855059	17,041 91	44,753 81
Shasta.....	166,600	11,981 47	5.4628175	11,226 09	23,207 56
Sierra.....	23,800	1,813 25	5.5791318	1,735 11	3,548 36
Siskiyou.....	242,200	21,741 57	5.8304015	21,741 57	43,483 14
Solano.....	226,800	25,327 26	5.8304015	25,327 26	50,654 52
Sonoma.....	425,600	43,279 07	5.8304015	43,279 07	86,558 14
Stanislaus.....	442,400	52,607 71	5.8304015	52,607 71	105,215 42
Sutter.....	127,400	12,978 47	5.8304015	12,978 47	25,956 94
Tehama.....	135,800	11,550 03	4.3903735	8,697 33	20,247 36
Trinity.....	44,800	2,571 21	0.5217006	230 07	2,801 28
Tulare.....	652,400	74,576 67	5.2194840	66,762 42	141,339 09
Tuolumne.....	71,400	6,833 23	3.0560068	3,581 64	10,414 87
Ventura.....	431,200	51,523 26	5.8304015	51,523 26	103,046 52
Yolo.....	165,200	18,266 65	5.0477657	15,814 65	34,081 30
Yuba.....	100,800	9,293 66	5.8304015	9,293 66	18,587 32
Totals.....	\$32,755,800	\$3,950,820 00	-----	\$4,165,212 68	\$8,116,032 68

Table No. 2—Continued

Estimate of State Apportionments for Elementary Schools, 1935-1936—  
Continued

County	On excess cost of educating physically handicapped children	To unapportioned county elementary school fund (S. C. 4.161, 1935)	Total estimated apportionment
Alameda.....	\$68,402 86	\$51,216 02	\$2,931,551 89
Alpine.....			4,724 74
Amador.....			76,842 78
Butte.....	1,424 80		327,817 50
Calaveras.....		71 00	73,530 40
Colusa.....		96 28	92,451 26
Contra Costa.....	8,873 78	9,600 00	707,393 86
Del Norte.....	295 38		48,871 36
El Dorado.....			116,671 06
Fresno.....	5,309 18	13,875 00	1,418,627 44
Glenn.....	274 00		132,248 96
Humboldt.....	2,770 20	5,159 41	413,356 96
Imperial.....			563,200 60
Inyo.....			66,109 92
Kern.....		18,439 00	869,806 72
Kings.....			272,052 76
Lake.....	303 20		82,185 56
Lassen.....		3,083 61	121,393 68
Los Angeles.....	237,139 82	31,038 15	14,896,876 34
Madera.....		3,180 41	199,342 84
Marin.....	639 32		247,833 76
Mariposa.....			53,547 00
Mendocino.....	327 66	200 00	279,947 88
Merced.....			404,562 70
Modoc.....			83,901 78
Mono.....			21,955 48
Monterey.....	1,709 40	11,266 00	523,070 72
Napa.....			154,827 62
Nevada.....			118,523 72
Orange.....	832 78		959,668 54
Placer.....	235 04	3,340 58	264,112 18
Plumas.....		1,770 00	76,551 26
Riverside.....	758 44		766,647 10
Sacramento.....	8,536 08		1,021,336 52
San Benito.....			117,019 48
San Bernardino.....	3,727 10	19,450 00	1,171,285 00
San Diego.....	26,817 70		1,605,278 46
San Francisco.....	99,778 30	853 94	2,648,470 64
San Joaquin.....	2,613 58		862,235 50
San Luis Obispo.....	225 00	4,530 00	274,241 70
San Mateo.....	7,385 90		610,621 99
Santa Barbara.....	2,467 40		510,701 18
Santa Clara.....	8,353 32	10,068 33	1,128,978 18
Santa Cruz.....	5,023 72	10,669 99	318,047 52
Shasta.....		755 38	190,562 94
Sierra.....		78 14	27,426 50
Siskiyou.....	573 86		286,257 00
Solano.....	182 64		277,637 16
Sonoma.....			512,158 14
Stanislaus.....	687 78		548,303 20
Sutter.....	120 58		153,477 52
Tehama.....	252 88	2,852 70	159,152 94
Trinity.....		2,341 14	49,942 42
Tulare.....	883 58	7,814 25	802,436 92
Tuolumne.....		3,251 59	85,066 46
Ventura.....	1,759 02		536,005 54
Yolo.....		2,452 00	201,733 30
Yuba.....	85 12		119,472 44
Totals.....	\$498,769 42	\$217,452 92	\$41,588,055 02

Table No. 3

**Estimate of Apportionments from the State High School Fund and from  
the State General Fund for High Schools,  
by Counties, 1935-1936**

County	On years maintained, 1934-1935		Average daily attendance		
	Total years main- tained	Apportion- ment @ \$800 per year	Credited to districts	Credited to county high school tuition fund	Total average daily attendance
Alameda.....	125	\$100,000	26,034		26,034
Alpine.....				2	2
Amador.....	12	9,600	346		346
Butte.....	22	17,600	2,074		2,074
Calaveras.....	8	6,400	286		286
Colusa.....	20	16,000	603		603
Contra Costa.....	33	26,400	3,995		3,995
Del Norte.....	4	3,200	237		237
El Dorado.....	4	3,200	413		413
Fresno.....	97	77,600	9,405		9,405
Glean.....	16	12,800	686		686
Humboldt.....	20	16,000	2,099		2,099
Imperial.....	33	26,400	2,092	86	2,178
Inyo.....	16	12,800	279		279
Kern.....	36	28,800	5,539		5,539
Kings.....	16	12,800	1,200		1,200
Lake.....	20	16,000	412		412
Lassen.....	14	11,200	587		587
Los Angeles.....	451	360,800	110,865		110,865
Madera.....	12	9,600	876		876
Marin.....	12	9,600	1,883		1,883
Mariposa.....	4	3,200	136		136
Mendocino.....	40	32,000	1,247		1,247
Merced.....	28	22,400	1,887		1,887
Modoc.....	20	16,000	383		383
Mono.....			19		19
Monterey.....	37	29,600	2,614		2,614
Napa.....	12	9,600	965		965
Nevada.....	12	9,600	630		630
Orange.....	61	48,800	6,662		6,662
Placer.....	16	12,800	1,318		1,318
Plumas.....	12	9,600	263		263
Riverside.....	42	33,600	3,877		3,877
Sacramento.....	36	28,800	6,620		6,620
San Benito.....	6	4,800	500		500
San Bernardino.....	58	46,400	6,381		6,381
San Diego.....	92	73,600	10,239		10,239
San Francisco.....	58	46,400	22,192		22,192
San Joaquin.....	36	28,800	5,075		5,075
San Luis Obispo.....	32	25,600	1,462		1,462
San Mateo.....	32	25,600	4,162		4,162
Santa Barbara.....	27	21,600	3,283		3,283
Santa Clara.....	56	44,800	8,100		8,100
Santa Cruz.....	18	14,400	1,902		1,902
Shasta.....	12	9,600	760		760
Sierra.....	20	16,000	109		109
Siskiyou.....	43	34,400	1,269		1,269
Solano.....	28	22,400	2,024		2,024
Sonoma.....	34	27,200	3,135		3,135
Stanislaus.....	32	25,600	3,470		3,470
Sutter.....	16	12,800	866		866
Tehama.....	12	9,600	775		775
Trinity.....	4	3,200	110		110
Tulare.....	52	41,600	4,388		4,388
Tuolumne.....	8	6,400	469		469
Ventura.....	36	28,800	2,966		2,966
Yolo.....	20	16,000	1,104		1,104
Yuba.....	10	8,000	598		598
Totals.....	2,033	\$1,626,400	281,871	88	281,959

Table No. 3—Continued

Estimate of State Apportionments for High Schools, 1935-1936—  
Continued

County	Bonus apportion- ment on A.D.A. in special classes	Apportionment on average daily attendance			
		From State High School Fund @ \$24.1853602 per unit	From State General Fund		Total apportionment on average daily attendance
			Amount per unit	Apportion- ment	
Alameda.....	\$74,250	\$629,641 67	\$56.6691530	\$1,475,324 73	\$2,104,966 40
Alpine.....		48 37	55.1000000	110 20	158 57
Amador.....		8,368 14	77.8505202	26,936 28	35,304 42
Butte.....	3,540	50,160 44	59.0939633	122,560 88	172,721 32
Calaveras.....	2,100	6,917 01	79.4895804	22,734 02	29,651 03
Colusa.....	240	14,583 77	73.1905140	44,133 88	58,717 65
Contra Costa.....	13,050	96,620 51	58.0953742	232,091 02	328,711 53
Del Norte.....	720	5,731 93	65.7546835	15,583 86	21,315 79
El Dorado.....		9,988 55	57.8786924	23,780 00	33,768 55
Fresno.....	25,380	227,463 31	56.8281360	534,468 62	761,931 93
Glenn.....	360	16,591 16	68.7205830	47,142 32	63,733 48
Humboldt.....	6,840	50,765 07	57.4317675	120,549 28	171,314 35
Imperial.....	2,430	52,675 72	61.8431726	134,694 43	187,370 15
Inyo.....	2,490	6,747 72	105.6658422	29,480 77	36,228 49
Kern.....	5,940	133,962 71	57.4654847	318,301 32	452,264 03
Kings.....	3,540	29,022 43	62.6540500	75,184 86	104,207 29
Lake.....	480	9,964 37	58.8592475	36,610 01	46,574 38
Lassen.....	1,080	14,196 81	70.4831686	41,373 62	55,570 43
Los Angeles.....	329,250	2,681,309 96	57.7180843	6,398,915 42	9,080,225 38
Madera.....	2,520	21,186 38	59.9565410	52,521 93	73,708 31
Marin.....	5,160	45,541 03	54.5314073	102,682 64	148,223 67
Mariposa.....		3,289 21	72.4806617	9,857 37	13,146 58
Mendocino.....	6,000	30,159 14	80.4476984	100,318 28	130,477 42
Merced.....	3,180	45,637 78	62.6685532	118,255 56	163,893 34
Modoc.....		9,262 99	92.7671279	35,525 98	44,788 97
Mono.....		459 52	59.3552631	1,127 75	1,587 27
Monterey.....	13,170	63,220 53	62.5562739	163,522 10	226,742 63
Napa.....	2,340	23,338 87	61.3655336	59,217 74	82,556 61
Nevada.....	360	15,236 78	61.9890317	39,033 56	54,270 34
Orange.....	24,510	161,122 87	59.8459366	398,693 63	559,816 50
Placer.....	2,640	31,876 31	60.6924279	79,992 62	111,868 93
Plumas.....		6,360 75	85.2528517	22,421 50	28,782 25
Riverside.....	9,540	93,766 64	60.0395357	232,773 28	326,539 92
Sacramento.....	13,140	160,107 09	57.3503836	379,659 54	539,766 63
San Benito.....		12,092 68	58.5707200	29,285 36	41,378 04
San Bernardino.....	11,790	154,326 78	56.7739476	362,274 56	516,601 34
San Diego.....	44,850	247,633 90	60.1485408	615,860 91	863,494 81
San Francisco.....	36,150	536,721 51	58.7113351	1,302,921 95	1,839,643 46
San Joaquin.....	9,420	122,740 70	55.7256197	282,807 52	405,548 22
San Luis Obispo.....	3,900	35,359 00	69.6429548	101,818 00	137,177 00
San Mateo.....	8,100	100,659 47	57.4291206	239,020 00	339,679 47
Santa Barbara.....	9,690	79,400 54	58.3128480	191,441 08	270,841 62
Santa Clara.....	34,290	195,901 42	55.5576469	450,016 94	645,918 36
Santa Cruz.....	7,740	46,000 56	58.7279232	111,700 51	157,701 07
Shasta.....	1,080	18,380 87	60.0333684	45,625 36	64,006 23
Sierra.....		2,636 21	204.2197247	22,259 95	24,896 16
Siskiyou.....	3,780	30,691 22	80.1516469	101,712 44	132,403 66
Solano.....	0,360	48,951 17	63.3806027	128,282 34	177,233 51
Sonoma.....	9,180	75,821 11	60.5174545	189,722 22	265,543 33
Stanislaus.....	4,860	83,923 20	57.2190691	198,550 17	282,473 37
Sutter.....	2,820	20,944 52	66.2225750	57,348 75	78,293 27
Tehama.....	1,440	18,743 65	61.6061806	47,744 79	66,488 44
Trinity.....	1,650	2,660 39	92.3161818	10,154 78	12,815 17
Tulare.....	17,100	106,125 36	62.2916203	273,335 63	379,460 99
Tuolumne.....	1,920	11,342 93	64.3110021	30,161 86	41,504 79
Ventura.....	8,700	71,733 78	61.6208900	182,767 56	254,501 34
Yolo.....	720	26,700 64	61.1380163	67,496 37	94,197 01
Yuba.....	2,220	14,462 85	66.2971571	39,645 70	54,108 55
Totals.....	\$782,010	\$6,819,280 00		\$16,577,533 75	\$23,396,813 75

Table No. 3—Continued

Estimate of State Apportionments for High Schools, 1935-1936—  
Continued

County	On excess cost of educating physi- cally handi- capped children	To unappor- tioned county high school fund (S.C. 4.221, 1935)	Total estimated apporportion- ment
Alameda.....	\$10,286 40	\$25,572 07	\$2,315,074 87
Alpine.....		9 80	168 37
Amador.....			44,904 42
Butte.....			193,861 32
Calaveras.....			38,151 03
Colusa.....		2,273 66	77,231 31
Contra Costa.....		2,250 00	370,411 53
Del Norte.....			25,235 79
El Dorado.....			36,968 55
Fresno.....		28,288 00	893,199 93
Glenn.....			76,893 48
Humboldt.....		4,820 86	198,975 21
Imperial.....		1,137 01	217,337 16
Inyo.....		104 67	51,623 16
Kern.....	405 36	2,856 00	490,265 39
Kings.....			120,547 29
Lake.....		798 73	63,853 11
Lassen.....			67,850 43
Los Angeles.....	47,899 42	6,534 87	9,824,709 67
Madera.....		2,570 83	88,399 14
Marin.....		5,577 36	168,561 03
Mariposa.....		121 05	16,467 63
Mendocino.....			168,477 42
Merced.....			189,473 34
Modoc.....			60,788 97
Mono.....		12 25	1,599 52
Monterey.....		7,538 96	277,051 59
Napa.....			94,496 61
Nevada.....		2,000 00	66,230 34
Orange.....	175 78		633,302 28
Placer.....			127,308 93
Plumas.....		500 00	39,882 25
Riverside.....			369,679 92
Sacramento.....	1,842 20	3,239 36	586,788 19
San Benito.....			46,178 04
San Bernardino.....	62 00	7,500 00	582,353 34
San Diego.....	1,296 22	3,105 00	986,346 03
San Francisco.....	3,303 98	396 06	1,925,893 50
San Joaquin.....		9,552 48	453,320 70
San Luis Obispo.....			166,677 00
San Mateo.....			373,379 47
Santa Barbara.....			302,131 62
Santa Clara.....	753 80	24,052 80	749,814 96
Santa Cruz.....	330 60	3,505 91	183,677 58
Shasta.....		2,416 38	77,102 61
Sierra.....		12 47	40,908 63
Siskiyou.....			170,583 66
Solano.....	440 00		206,433 51
Sonoma.....			301,923 33
Stanislaus.....	119 54	1,416 00	314,468 91
Sutter.....		960 29	94,873 56
Tehama.....		1,382 51	78,910 95
Trinity.....		216 00	17,881 17
Tulare.....	208 40	319 29	438,688 68
Tuolumne.....		1,244 00	51,068 79
Ventura.....			292,001 34
Yolo.....		3,624 91	114,541 92
Yuba.....			64,328 55
Totals.....	\$67,123 70	\$155,909 58	\$26,028,257 03

Table No. 4

**Estimate of State Apportionments for District Junior Colleges,  
1935-1936**

County and junior college district	A.D.A. 1934-1935	Estimated apportionments, 1935-1936		
		Institutional allotment	On A.D.A. @ \$90.00	Total
Los Angeles County—				
Compton.....	483	\$2,000	\$43,470	\$45,470
Glendale.....	783	2,000	70,470	72,470
Long Beach.....	1,254	2,000	112,860	114,860
Los Angeles.....	4,516	2,000	406,440	408,440
Pasadena.....	1,919	2,000	172,710	174,710
County totals.....	8,955	\$10,000	\$805,950	\$815,950
Marin County—				
Marin (Kentfield).....	375	\$2,000	\$33,750	\$35,750
Orange County—				
Fullerton.....	742	\$2,000	\$66,780	\$68,780
Santa Ana.....	549	2,000	49,410	51,410
County totals.....	1,291	\$4,000	\$116,190	\$120,190
Riverside County—				
Riverside.....	505	\$2,000	\$45,450	\$47,450
Sacramento County—				
Sacramento.....	1,741	\$2,000	\$156,690	\$158,690
San Bernardino County—				
Chaffey (Ontario).....	618	\$2,000	\$55,620	\$57,620
San Bernardino Valley (San Bernardino).....	629	2,000	56,610	58,610
County totals.....	1,247	\$4,000	\$112,230	\$116,230
San Mateo County—				
San Mateo.....	1,357	\$2,000	\$122,130	\$124,130
Santa Clara County—				
San Jose.....	880	\$2,000	\$79,200	\$81,200
Sonoma County—				
Santa Rosa.....	344	\$2,000	\$30,960	\$32,960
Stanislaus County—				
Modesto.....	831	\$2,000	\$74,790	\$76,790
Yuba County—				
Yuba County (Marysville).....	176	\$2,000	\$15,840	\$17,840
State totals.....	17,702	\$34,000	\$1,593,180	\$1,627,180

## Survey of School Building Adequacy in California

C. M. HIRST, *Assistant Chief, Division of Schoolhouse Planning,  
and Director of the Survey*

The California State Department of Education, as a part of its long term planning program, has undertaken a Survey of School Building Adequacy in the state. During the past few years of financial stringency and consequent reduction of school budgets, school building construction and the maintenance of school plant facilities have been reduced to such an extent that the existing schoolhouse facilities are woefully inadequate. The significance of the school plant upon the efficient and effective operation of educational programs should not be underestimated. A school building should be safe, clean, and comfortable. It should be well adapted to the modern educational program. Such facilities as the school playground, the gymnasium, the auditorium, and the cafeteria are vital factors affecting the training of youth.

One of the most serious handicaps during the past few years has been the overcrowded conditions under which teachers have carried on instruction. These conditions have been evident to educators for some time, but the exact extent to which these conditions exist has not been determined. The present is a period of adjustment and recovery. It should be a period marked by extensive school building construction and by a large extension of those facilities necessary for a complete and successful school.

The purpose of this article is to describe the general plan followed in the survey, and to present the findings of one portion of the survey. Other parts of the survey will be treated in articles to follow.

### ORGANIZATION OF THE SURVEY

This survey was made possible through funds granted by the State Emergency Relief Administration. As a part of the general program of relief fostered by the national government, state and local projects involving employment of unemployed educational workers were instituted. This state Survey of School Building Adequacy is a project well calculated to meet the general purposes of the national relief program and, at the same time, to collect basic information upon which the schoolhousing plans may be predicated.

The successful direction of the survey has been made possible through the excellent cooperation received from the SERA headquarters in San Francisco and from the SERA directors of the several counties of the state. County superintendents of schools have joined whole-heartedly in assisting the survey staff in the collection of information. Approximately two hundred and fifty unemployed school teachers have been employed on the project as enumerators, clerks, typists, and in other capacities. Several unemployed technicians, draftsmen, engineers, and accountants also were employed on the survey staff.

### PURPOSES OF THE SURVEY

The specific purposes of the Survey of School Building Adequacy may be stated as follows:

1. To determine the actual school plant facilities now existing in each school district of the state. Facilities are grouped under the following heads:
  - a. Instruction
  - b. Health
  - c. Recreation
  - d. Social and community
2. To determine the school plant facilities needed in each school district of the state
3. To determine the financial ability of each school district to support an adequate schoolhousing program
4. To determine the cost of an adequate schoolhousing program in each district.

### PROCEDURES

The various procedures used in collecting and organizing information, and in arriving at conclusions concerning the schoolhousing needs of the state are briefly summarized in the following outline:

1. Measuring the adequacy of existing school plant facilities. Field workers examined the schoolhousing facilities in all school districts and recorded the facilities on a check list <sup>1</sup> containing five hundred and seventeen blank items. This examination of existing facilities included an analysis of the present state of repair, adequacy to meet the educational program offered, health facilities, and special service facilities for pupils and for the community.

<sup>1</sup> Copies of the check list and other forms used in the survey may be obtained by a request addressed to the Division of Schoolhouse Planning.

2. Financial data on the following items were secured from offices of county auditors and county assessors and checked with records available in the Division of Research and Statistics of the State Department of Education:
  - a. Assessed valuation of each school district as of June 1934
  - b. Bonded indebtedness of each school district as of June 1934
  - c. Sum budgeted for capital outlay by each school district for the school year 1934-1935
3. Developing standards for schoolhouse adequacy. The standards used in the survey were based upon generally acceptable standards as contained in literature on schoolhousing. Following is a list of certain of the more important standards which were used:
  - a. The site should have an adequate area to accommodate the number of children attending the school
    - (1) Every school site should have (a) proper drainage, (b) suitable landscaping, and (c) such lawns and walks as are feasible to the part of the state in which the school is located
  - b. Temporary structures should be replaced with suitable permanent buildings or additions made to the existing plant
  - c. The school building should be replaced if it is:
    - (1) Very old
    - (2) In very bad condition
    - (3) Inadequate in size in case additions are impracticable
    - (4) Poorly designed for natural light, ventilation, or other health conditions
  - d. Each school plant should have a playground and a minimum amount of playground apparatus
  - e. A classroom should be provided for each thirty-five or fraction thereof in average daily attendance
  - f. Each school should have water on the site sufficient to provide for bubbling drinking fountains, for wash basins, and for flushing toilets
  - g. Each school should be provided with:
    - (1) A health unit
    - (2) A teacher's room
    - (3) A general service kitchen
    - (4) Storage space for school textbooks and school supplies
    - (5) Library facilities
    - (6) A sufficient number of fire extinguishers

- (7) Electric lights; not less than four outlets in each room
- (8) Public telephone connection
- (9) A radio
- (10) Window area equal to one-fifth of the floor area
- (11) Translucent window shades of the readily adjustable type
- (12) Twenty-five lineal feet of slate or composition blackboard in good condition and suitable in height for the children served

h. Each classroom should have:

- (1) A teacher's desk and chair
- (2) Sufficient suitable pupil stations to serve the children attending
- (3) A bookcase
- (4) A clock
- (5) A closet for the teacher's use.
- (6) Access to a phonograph, a radio, a piano or an organ

i. The interior walls and ceiling should be of suitable color

j. Cafeterias should be provided in schools with an enrollment of one hundred or more pupils

k. Gymnasiums should be provided in schools with an enrollment of two hundred and fifty or more pupils. All gymnasiums include separate shower and dressing room facilities for boys and for girls

l. Swimming pools are highly desirable but not absolutely essential, therefore, the swimming pools were not included in the survey as items which every school should provide

m. A school bus service should be maintained when thirty children, or more, live farther than a mile and a half from school. Although school buses are not strictly a part of schoolhousing facilities they were included as part of the facilities covered by the survey.

4. Comparing the existing school plant facilities in each school district with the standards developed.

5. Determining the cost of needed school plant facilities for each school district.

a. A scale was prepared showing the average value for each school plant facility. These values represented the average cost of that item for the state as a whole. Labor, materials, and equipment vary in cost in different parts of the state; the range in values was carefully considered and norms were

established. Every effort was made by the survey staff to make the monetary estimate of school building needs conservative and reasonable.

- b. An expert engineer and estimator determined the cost of adequate school facilities determined as necessary for each school district.
6. The school districts were arbitrarily divided into four groups for the purposes of this survey.
  - a. All elementary school districts not administered by city superintendents of schools
  - b. All elementary school districts administered by city superintendents of schools
  - c. All high school districts
  - d. All junior college districts

#### **SCHOOLHOUSING ADEQUACY IN DISTRICTS NOT ADMINISTERED BY CITY SUPERINTENDENTS OF SCHOOLS**

In this article is recorded certain basic information relating to schoolhousing adequacy in those elementary school districts not administered by city superintendents of schools. San Francisco County is not included since the San Francisco public schools are administered directly under the City Superintendent of Schools. Table I presents for each county of the state the following data on all school districts not administered by city superintendents of schools:

1. The number of elementary school districts existing in January 1935
2. The average daily attendance during the school year 1933-1934
3. The assessed valuation in June 1934
4. The bonding limit
5. The bonded indebtedness in June 1934
6. The remaining bonding capacity
7. The cost of school building needs as determined by the survey.

In computing the number of elementary school districts, all union districts have been considered as single districts. The bonding limit of the districts was computed as 5 per cent of the assessed valuation in June, 1934, in accordance with School Code section 4.970. The term "remaining bonding capacity" is here used to indicate the difference between the bonding limit, which is 5 per cent of the assessed valuation, and the existing bonded indebtedness.

TABLE I

**Number of Elementary School Districts not Administered by City Superintendents of Schools Together with Average Daily Attendance, Assessed Valuation, Bonding Limit, Bonded Indebtedness, Remaining Bonding Capacity, and Estimated Cost of School Building Needs of such Districts, by Counties**

County	Number of elementary school districts	Average daily attendance	Assessed valuation <sup>1</sup>	Bonding limit <sup>1</sup>	Bonded indebtedness	Remaining bonding capacity <sup>1</sup>	Estimated cost of school building needs
Alameda.....	37	6,136	\$43,973,515	\$2,198,681	\$801,500	\$1,397,181	\$719,525
Alpine.....	3	30	742,633	37,132	4,500	32,632	9,130
Amador.....	25	976	6,200,195	310,011	None	310,011	252,680
Butte.....	51	2,197	18,054,228	902,720	51,500	851,220	507,855
Calaveras.....	33	785	6,714,760	335,740	4,500	331,240	261,830
Colusa.....	21	1,273	18,186,130	909,308	241,500	667,808	207,080
Contra Costa.....	47	7,756	55,837,740	2,791,890	728,000	2,063,890	983,810
Del Norte.....	12	692	9,153,097	457,655	126,000	331,655	114,795
El Dorado.....	53	1,178	9,467,550	473,390	39,000	434,390	340,245
Fresno.....	143	14,425	85,041,891	4,252,099	745,325	3,506,774	1,590,495
Glenn.....	32	1,760	17,091,240	854,563	215,700	638,863	216,710
Humboldt.....	100	3,802	35,042,820	1,752,163	92,000	1,660,163	746,130
Imperial.....	41	9,170	38,749,159	1,937,458	729,100	1,208,358	881,890
Inyo.....	18	802	11,043,725	552,181	61,750	490,431	133,315
Kern.....	77	7,589	93,986,535	4,699,337	413,000	4,286,337	698,885
Kings.....	34	3,864	37,344,110	1,867,210	127,500	1,739,710	410,660
Lake.....	19	1,025	7,002,685	350,135	117,500	232,635	168,250
Lassen.....	31	1,515	12,361,602	618,072	163,700	454,372	209,375
Los Angeles.....	104	39,389	294,649,770	14,732,490	8,115,350	6,617,140	3,165,590
Madera.....	42	2,982	19,582,139	979,108	184,500	794,608	331,395
Marin.....	42	3,213	23,124,889	1,156,245	307,000	849,245	495,195
Mariposa.....	25	515	4,399,173	219,960	8,000	211,960	182,825
Mendocino.....	74	3,130	19,408,905	970,457	120,300	850,151	597,905
Merced.....	57	6,272	33,176,280	1,658,826	210,000	1,448,826	694,160
Modoc.....	40	923	6,940,028	347,005	61,650	285,355	277,580
Mono.....	8	165	3,260,680	163,035	None	163,035	51,720
Monterey.....	61	5,949	45,742,597	2,287,138	687,900	1,599,238	777,410
Napa.....	34	2,206	20,378,065	1,018,912	351,300	667,612	250,410
Nevada.....	29	864	4,237,805	211,888	None	211,888	262,130
Orange.....	42	12,984	109,272,175	5,463,611	1,367,500	4,096,111	•
Placer.....	42	3,952	19,389,370	969,455	272,073	697,382	671,445
Plumas.....	27	758	7,619,570	380,979	6,000	374,979	276,985
Riverside.....	50	7,944	30,741,360	1,537,081	721,000	816,081	•
Sacramento.....	61	7,565	43,777,840	2,188,906	433,000	1,755,906	1,456,435
San Benito.....	34	1,504	12,498,136	624,911	117,500	507,411	286,320
San Bernardino.....	67	12,924	52,501,469	2,625,086	1,124,400	1,500,686	845,400
San Diego.....	77	8,816	46,907,360	2,345,388	651,050	1,694,338	787,525
San Joaquin.....	80	7,649	45,504,190	2,275,243	513,000	1,762,241	1,016,085
San Luis Obispo.....	70	2,529	26,599,471	1,329,975	63,000	1,266,975	551,600
San Mateo.....	31	10,280	49,659,191	2,482,960	1,044,000	1,438,960	•
Santa Barbara.....	40	4,606	49,305,666	2,465,298	530,000	1,935,298	•
Santa Clara.....	54	9,508	56,504,960	2,825,250	951,500	1,873,750	913,770
Santa Cruz.....	45	3,281	15,317,405	765,877	216,760	549,117	482,855
Shasta.....	90	2,066	13,483,405	674,174	94,350	579,824	655,070
Sierra.....	10	307	2,469,226	123,463	6,700	116,763	68,285
Siskiyou.....	72	3,830	17,614,670	880,742	99,850	780,892	696,441
Solano.....	40	2,413	23,064,347	1,153,218	196,870	956,348	345,680
Sonoma.....	119	5,495	28,868,377	1,443,433	164,116	1,279,317	741,670
Stanislaus.....	52	6,552	32,769,455	1,638,479	493,000	1,145,479	516,860
Sutter.....	28	2,275	15,374,140	768,704	144,000	624,704	234,190
Tehama.....	46	1,954	13,772,595	688,636	147,440	541,195	282,565
Trinity.....	23	395	2,899,660	144,985	None	144,985	207,585
Tulare.....	103	11,132	43,418,597	2,170,939	743,650	1,427,289	1,011,915
Tuolumne.....	26	1,157	6,806,330	340,307	18,500	321,807	216,235
Ventura.....	39	7,001	50,256,520	2,512,829	956,100	1,556,729	1,074,090
Yolo.....	37	3,125	24,997,922	1,249,902	342,400	907,502	424,535
Yuba.....	27	892	8,021,789	401,094	45,000	356,094	236,780
Total.....	2,725	273,477	\$1,830,309,142	\$91,515,734	\$26,170,834	\$65,344,900	\$29,539,341

<sup>1</sup>The act of the 1935 Legislature returning taxable properties of public utilities to local districts will materially change the amounts in these columns. This information is not available at this time.

\*Totals have not been entered because there are a few school districts in these counties that have not reported their school building needs.

### SUMMARY

This portion of the survey includes a study of 2725 elementary school districts with 273,477 pupils in average daily attendance. This is 98 per cent of the elementary school districts of the state, and 45 per cent of the average daily attendance in elementary grades. The assessed valuation of these school districts, \$1,830,309,142 represents 34 per cent of the total assessed valuation of the state. If it were possible to use the entire assessed valuation of all of these elementary school districts as a base for bonding purposes the present bonding capacity of these districts would be slightly over twice the amount of the estimated cost of schoolhousing facilities needed. Looking at the situation from a slightly different angle the estimated cost of needed school building facilities is approximately 1.6 per cent of the assessed valuation of these districts, an amount only one-third as great as their bonding limit. When the total estimated cost of school building needs is added to the total bonded indebtedness the sum is approximately 3 per cent of the total assessed valuation.

The present bonded indebtedness of the school districts studied amounts to less than one-third of their total bonding limit. The ratio of the bonded indebtedness to bonding limit varies greatly among the several counties. When individual districts are considered the variability is even greater. Although not shown in this study there are several instances of school districts wherein bonds were voted during a period when property values were high, and which, at the present time, have a greater bonded indebtedness than the legal bonding limit, due to a decrease in property value.

In the state as a whole, and in every county as a whole, except three, elementary school districts not administered by city superintendents of schools have more than sufficient ability to provide the necessary school building facilities. In seven counties there is a very small margin between the total bonding resources of the elementary school districts and their total building needs.

This part of the survey has not considered the relationship between bonding capacity and cost of necessary schoolhousing facilities in individual districts. Even though the financial ability of the elementary school districts, in the large majority of counties considered as a whole, is ample to provide all schoolhousing needs, there are many districts in the state distributed throughout almost every county without sufficient financial resources to provide adequate schoolhousing facilities. These districts have been made the subject of another portion of this survey upon which a report will be made in the near future.

# DEPARTMENTAL COMMUNICATIONS

## Division of Research and Statistics

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction,  
and Chief of Division of Research and Statistics*

### SUSPENSION OR LAPSE OF ELEMENTARY SCHOOL DISTRICTS

The provisions of School Code sections 2.170, 2.171, and 2.280 require the suspension or lapse of elementary school districts the average daily attendance of which falls to five or less for any complete school year. Such districts, if suspended, may be reestablished within two years (S. C. 2.190), if there are eight or more pupils "of the district" (not pupils residing in other districts) ready to attend school. If not reestablished within two years, suspended districts must be lapsed.

Each district which has been lapsed must be attached to one or more adjoining elementary school districts in such manner as shall be considered most convenient for the residents of the district. Property of a lapsed district must be sold or disposed of and all moneys to the credit of such district credited to the districts to which the lapsed district is attached pro rata on the average daily attendance of such districts during the preceding school year.

During the school year 1934-1935 the average daily attendance in 38 elementary school districts, located in 21 counties, was five or less. These districts are required to be suspended or lapsed by the county board of supervisors on recommendation of the county superintendent of schools during July or August of 1935. The 38 districts required to be suspended or lapsed are listed below under the name of the county in which they are located, and the average daily attendance of each district during 1934-1935 is also indicated.

#### ELEMENTARY SCHOOL DISTRICTS REQUIRED TO BE SUSPENDED OR LAPSED, 1935

<i>County and district</i>	<i>A.D.A. 1934-35</i>	<i>County and district</i>	<i>A.D.A. 1934-35</i>
Calaveras		Fresno	
Fine Gold	5	Dunlap Union	
El Dorado		Hopewell	2
Webber Creek	3		

**ELEMENTARY SCHOOL DISTRICTS REQUIRED TO BE SUSPENDED  
OR LAPSED, 1935—Continued**

<i>County and district</i>	<i>A.D.A. 1934-35</i>	<i>County and district</i>	<i>A.D.A. 1934-35</i>
Inyo		San Diego	
Aberdeen	3	Dry Lake	4
Bishop Union		San Luis Obispo	
Valley	3	Bethel	4
Independence Union		Creston Union	
Manzanar	0	Huer Huero	3
Pleasant Valley	0	Iron Springs	3
Kern		Mammoth Rock	0
West Antelope	4	Shandon Union	
Lake		Eagle	4
Long Valley	4	Santa Barbara	
Lassen		Buellton Union	
Dixie Valley	4	Chiequero	5
Jefferson	3	Shasta	
Mendocino		Eureka	3
Garcia	4	French Creek	3
Navarro		Wilkinson	3
Wheelbarrow	1	Sierra	
Mono		Plum Valley	2
Bodie	5	Siskiyou	
Chalfant	3	Klamath City	2
Monterey		Mill Creek	2
Rich	3	Shasta View	4
Napa		Sonoma	
Atlas Peak	5	Mendocino	1
Pope Valley	3	Sutter	
Pomerado Union		Rome	2
Merton	5	Trinity	
San Benito		Peak	4
Peralta	4		

**Division of Teacher Training and Certification**

EVELYN A. CLEMENT, Chief

**INFORMATION CONCERNING CREDENTIALS**

**Renewal of Credentials**

Holders of credentials authorizing service in the public schools of California, dated to expire upon November 30, 1935, should file application for renewal immediately. The last date upon which a renewal application may be accepted is November 30, 1935. Request for renewal accompanied by the required fee submitted in the form of postal money order, certified check, or draft, and original letters from school

principals or superintendents verifying successful teaching experience should be addressed to the Division of Teacher Training and Certification, State Department of Education, Sacramento.

### **Expired Credentials**

An expired credential may not be renewed. In order to reestablish certification a person is required to file a new application for credential and meet requirements then in effect. The new credential may not bear an earlier date of issuance than the date of receipt of the application in the office of the Division of Teacher Training and Certification.

School officials should notify teachers of this regulation in order that no teacher may experience a lapse in certification because of failure to apply for renewal of his credential before its expiration.

### **Life Diploma Applications**

Teachers who are eligible for life diplomas and whose credentials expire upon November 30, 1935, should file application for life diplomas with county boards of education in sufficient time to allow the complete applications to be filed in the state office before October 1, 1935.

An applicant for life diploma must submit with the life diploma application original letters from principals or superintendents verifying at least forty-eight months of successful teaching experience, twenty-one months of which experience shall have been secured in the public schools of California.

### **Limitation of General Secondary School Credentials**

Assembly Bill 988, amending School Code section 5.161 to provide that the high school certificate be limited to teaching in grades above the sixth in elementary schools, has been signed by the Governor. Under the provisions of this section, as amended, a high school certificate issued on or after December 31, 1936, will not authorize the holder to teach in any elementary school below the seventh grade.

All high school certificates granted prior to December 31, 1936, will be valid for teaching in all grades of the elementary and the secondary school, and when legally renewed shall continue to be valid for such teaching.

School Code section 5.125 was also amended by Assembly Bill 988 to provide that credentials may not authorize service in addition to the service authorized by a certificate granted on the basis of such credential. Consequently, after December 31, 1936, general secondary school credentials will authorize the holder to teach any or all subjects in all grades of any secondary school and in the seventh and eighth grades of any elementary school.

## INTERPRETATIONS OF SCHOOL LAW

### Appellate Court Decisions

#### Dismissal of Teacher by Discontinuance of Particular Kind of Teaching

Where the governing board of an elementary school district passed, on May 11, 1933, a resolution, "That the subject of music be discontinued in the schools of this district at the end of this school year," and notified a permanent teacher that by reason of the discontinuance of the subject of music, that she was dismissed effective at the close of the school year, "by reason of the discontinuance of the subject of music," and the governing board of the district during the succeeding school year had instruction in music given by other teachers of the district in addition to their teaching of other subjects, there was no compliance with School Code section 5.710 because the resolution of the board of May 11, 1933, stated that the subject of music was to be discontinued and did not state that the object of the resolution was to discontinue merely the service rendered by the teacher of music and to continue the subject of music under other teachers, and because under School Code section 3.761, which requires the teaching of music in the elementary schools, the governing board had no authority to discontinue the subject of music. School Code section 5.710 includes the discontinuance of a particular kind of teaching and is not limited to the discontinuance of a particular subject. Thus, by a change in the method of teaching, or in the particular kind of service in teaching a subject, there is a discontinuance of the former "particular kind of service." There is an obvious difference between the service rendered by a teacher specializing and instructing in but one subject and the teaching of the subject by classroom teachers as but one of a number of subjects. The service which the teacher in the instant case was rendering was a particular kind of service within the meaning of the School Code. (*Jones v. Board of Trustees of the Culver City School District etc., et al.*, 82 C.A.D. 130, --- Pac. (2nd) ----)

## Attorney General's Opinions

### Annexation of Elementary School Districts to High School Districts

An election held under the provisions of School Code section 2.504 must, except in so far as the form of ballot to be used is concerned, be held and conducted as is an election for the formation of a union high school district held and conducted under School Code sections 2.550 to 2.559, inclusive, and the results of such election must be ascertained and certified as provided in School Code sections 2.555 to 2.559, inclusive. (A.G.O. 10041, July 3, 1935)

---

### SCHOOL BUS DRIVERS' CERTIFICATES

The statement relative to school bus drivers' certificates appearing on page 216 of the June 1935 issue of *California Schools* is superseded by Bulletin 13 of the Division of Drivers Licenses and Adjustments of the Department of Motor Vehicles issued under date of June 13, 1935, which is here set forth in full.

Hereafter all school bus drivers' certificates will expire June 30th following the date of issuance.

Any school bus driver having filed with this Department a physical examination report dated since January 1, 1935, may obtain a renewal by making application on the regular form furnished by this Department and taking the written test. The application and report of the test should be forwarded to Sacramento with the expired certificate.

Any school bus driver not having filed with this Department a physical examination report since January 1, 1935, must submit a new physical examination report on the form furnished by this Department, together with a new application and report of the written test and the expired certificate. A driving test need not be given.

Applicants for original certification as school bus drivers must make application on the regular form furnished by this Department and pass all tests including the physical examination by a licensed physician. The reports of such tests must be submitted to Sacramento for approval and issuance of the certificate.

## FOR YOUR INFORMATION

### School Bus Accidents, 1934-1935

The California Highway Patrol has given the State Department of Education a report reproduced here of all accidents involving school buses during the school year 1934-1935 which were reported. Attention is particularly directed to the deaths and injuries caused by pupils being struck by passing vehicles after alighting from school buses. Section 7(s) of the State Board of Education Regulations Governing Pupil Transportation reads as follows:

Whenever a school bus stops at a point where traffic is not controlled by a human flagman or a clearly visible electrical or mechanical signal, to discharge passengers who must cross the road in order to reach their destination, such passengers must cross the road in front of the bus and the bus must not be started again until all such passengers have crossed the road. If necessary, the driver shall stop the engine of the bus and escort such passengers across the road.

School bus drivers are urged to comply with the letter and the spirit of this regulation. Failure to so comply by any driver will result in the suspension or revocation of his school bus driver's certificate.

In the main the report of the California Highway Patrol is reassuring. It emphasizes once more the effectiveness of the State Board of Education regulations in lessening hazards to which pupils are exposed while being transported in school buses. The report states that during the 1933-1934 school term there was one fatal accident due to a pupil being struck by a passing vehicle; during the last term there were two. During the 1933-1934 term there were four personal injury accidents from this cause; the last term there were seven, a gain of three, or 75 per cent. In all there were twenty fatal and personal injury accidents during the 1934-1935 school term as compared with twelve during the 1933-1934 term, an increase of eight or 66 $\frac{2}{3}$  per cent. Property damage accidents decreased 25 per cent. Of great importance is the fact that no pupils have been killed while being transported during the past three school terms.

Accidents during the school terms 1932-1933 and 1933-1934, compared with the 1934-1935 term, segregated to counties are as follows:

<i>County</i>	<i>1932-1933</i>	<i>1933-1934</i>	<i>1934-1935</i>
Alameda -----	1	0	0
Butte -----	1	0	0
Contra Costa -----	0	0	1
El Dorado -----	0	1	0
Fresno -----	2	3	3
Humboldt -----	0	1	0
Inyo -----	1	0	0
Kern -----	1	4	6
Kings -----	0	0	1
Los Angeles -----	5	12	5
Mendocino -----	0	1	0
Merced -----	1	0	1
Napa -----	2	0	0
Orange -----	8	4	5
Placer -----	1	0	0
Riverside -----	4	2	0
Sacramento -----	0	1	0
San Bernardino -----	0	0	2
San Diego -----	0	0	4
San Luis Obispo -----	1	0	0
Santa Barbara -----	0	1	1
Santa Clara -----	0	1	2
Shasta -----	1	1	2
Solano -----	0	0	1
Tehama -----	1	1	0
Tulare -----	2	1	0
Ventura -----	1	2	1
Yolo -----	0	0	1
Total -----	33	36	36

During the 1934-1935 school term, recently ended, there were thirty-six accidents involving pupil transportation reported to this office, the degree of seriousness being divided as follows:

16 property damage accidents.

2 fatal accidents in which children were killed as the result of being struck by passing machines after they had alighted from school buses.

7 personal injury accidents in which seven pupils were injured as the result of being struck by passing vehicles after they had been discharged from school buses.

11 personal injury accidents in which thirty-eight pupils and one bus driver were injured while being transported. In one accident twenty pupils were injured as the result of the bus being struck by a truck and a pleasure type vehicle. In another accident four pupils were injured due to the bus skidding on wet pavement. This bus was equipped with single rear wheels and was not provided with skid chains as required by the Pupil Transportation Regulations.

Classes of accidents segregated to counties are as follows:

*Fatal:* Contra Costa, 1; Los Angeles, 1.

*Personal Injury, while being transported:* Fresno, 2; Los Angeles, 3; San Bernardino, 1; San Diego, 1; Santa Clara, 1; Shasta, 2; Yolo, 1.

*Personal Injury, struck by passing vehicles:* Kern, 2; Los Angeles, 1; Merced, 1; San Diego, 2; Ventura, 1.

*Property Damage:* Fresno, 1; Kern, 4; Kings, 1; Orange, 5; San Bernardino, 1; San Diego, 1; Santa Barbara, 1; Santa Clara, 1; Solano, 1.

### EDUCATIONAL BROADCASTS

#### Education Today

The State Department of Education will continue the series of dramatic sketches emphasizing education through recreational activities in California. The production of these sketches is directed by Norman Field and broadcast over KGO on Saturday evenings from 6:45 to 7 p.m. as follows:

August 3—Education in our City Parks

August 10—Boating

August 17—Swimming

August 24—Hiking

August 31—Golf

September 7—Fishing

#### You and Your Government

The following broadcasts will be offered by the National Advisory Council on Radio in Education on You and Your Government over Stations KECA, KFSD, and KGO from 3:45 to 4 p.m.:

August 6—Tax Dodging by Constitutional Amendment; Edwin A. Cottrell, Executive Head, School of Social Sciences, Stanford University.

August 13—Single Tax *v.* Triple Tax; Walter Fairchild, Attorney; Secretary of the American Association for Scientific Taxation, Inc. and Harold S. Buttenheim, Editor, *The American City Magazine*.

August 20—Who Gets the Tax Money? John N. Edy, Assistant Budget Director of the United States.

August 27—Processing Tax; William Hard, Publicist.

September 3—Sales Tax—Pro and Con; Henry F. Long, Commissioner of Corporations and Taxation, Massachusetts; and Daniel Bloomfield, Manager, Retail Trade Board of Boston.

### A SUMMARY OF COMMUNITY RECREATION IN 1934

The following data were taken from the May, 1935, issue of *Recreation* and cover regular and emergency community recreation activities throughout most of the United States:

Number of cities with play leadership or supervised facilities.....	2,190
Total number of separate play area reported.....	20,641 <sup>1</sup>
New play areas opened in 1934 for the first time.....	2,043 <sup>2</sup>
Total number of play areas and special facilities reported:	
Outdoor playgrounds .....	10,394
Recreation buildings .....	1,034
Indoor recreation centers .....	5,752
Play streets .....	396
Athletic fields .....	1,965
Baseball diamonds .....	4,394
Bathing beaches .....	611
Golf courses .....	353
Handball courts .....	1,188
Ice skating areas .....	2,156
Ski jumps .....	95
Softball diamonds .....	5,964
Stadiums .....	140
Summer camps .....	136
Swimming pools .....	1,089
Tennis courts .....	10,047
Toboggan slides .....	243
Wading pools .....	1,189
Total number of employed recreation leaders.....	43,419
Total number of leaders employed full time the year round.....	2,325
Total number of volunteer leaders .....	11,126
Total expenditures for public recreation.....	\$41,864,630.22

### CABRILLO DAY

The California State Senate and Assembly by concurrent resolution have designated September 28 as Cabrillo Day. It was on September 28, 1542, that John Rodrigues Cabrillo, a Portuguese navigator, heading a sailing expedition along the coast of Lower California and California landed at what is now known as San Diego. This was the first time that a white man had ever set foot on California soil, and marked the discovery of California.

The legislative resolution calls for the people of California to observe Cabrillo Day by appropriate patriotic exercises. The public schools will wish to make this an occasion for the commemoration of the discovery of California by Cabrillo. In order to assist schools in this project, the State Department of Education is issuing a bulletin containing an account of Cabrillo's expedition and a few suggestions

<sup>1</sup> This figure includes outdoor playgrounds, recreation buildings, indoor recreation centers, play streets athletic fields, bathing beaches, golf courses, and summer camps.

<sup>2</sup> Recreation buildings and indoor centers open for the first time are not included.

for suitable school activities. Copies of the bulletin will be distributed to schools early in September.

### CONVENTION OF CALIFORNIA SCHOOL TRUSTEES ASSOCIATION

The fifth annual Convention of the California School Trustees Association will be held on the Monterey Peninsula, September 7-9, 1935. Headquarters will be maintained at the Forest Hills Hotel, Pacific Grove; meetings will be held in the auditorium of the Pacific Grove High School; an informal luncheon will be held in the Forest Hills Hotel, September 7 at noon; the annual banquet will be held at the San Carlos Hotel in Monterey, September 7 at 7 o'clock.

The Monday session will be given over to the discussion of recently enacted legislation, desirable future activities and legislation, reports, and the election of new officers.

The California School Trustees Association has grown considerably during the past year and has active representation in the majority of counties in the state.

### NEW PWA BLANKS AVAILABLE

A. D. Wilder, State Engineer of the PWA, states that the PWA now makes grants in the amount of 45 per cent of the total cost of the project; or makes allotments of loans and grants, the loan being in the amount of 55 per cent of the cost of the project, with interest rate at 4 per cent per year, and the grant being in the amount of 45 per cent of the cost of the project. This modifies the statement on page 217 of the June, 1935 issue of *California Schools*.

School officials in writing for application blanks should state whether they desire grant only or loan and grant since the blanks are different.

Mr. Wilder further states that the San Francisco address of the PWA is 1210 Hewes Building; the Los Angeles address is 805 Washington Building.

### INCREASE CONSERVATION EFFORT

The following resolutions were recently adopted by the Yosemite Conservation Forum:

WHEREAS, California Conservation Week in March, 1935, greatly stimulated the activity and interest of many groups in this field of public education with beneficial results; and

WHEREAS, it is understood that the federal government will advocate and promote during the year of 1936, increased effort on all Conservation programs;

NOW, THEREFORE, BE IT RESOLVED, that Yosemite Conservation Forum urgently suggests that every official and volunteer agency increase its educational as well as its constructive work to the end that both residents and visitors in California will

more certainly appreciate and enjoy our State's great natural resources, and particularly be made to understand their individual responsibility for their preservation, and their duty to prevent despoliation and destruction of economic, scenic, and recreational values; and, be it

FURTHER RESOLVED, that methods be devised, as suggested by the California Conservation Council to promote cooperation and the exchange of information and material between all agencies working disinterestedly in the field of conservation and that these agencies and organizations be informed of the recommendations of this Conservation Forum.

#### STATE DEPARTMENT OF EDUCATION CONSERVATION PROGRAM

WHEREAS, the State Department of Education has constructively developed courses in nature study and conservation of natural resources and has developed proceedings and methods of presenting the principles of conservation in various curricula, and

WHEREAS the State Department of Education publishes a series of monthly bulletins entitled, *Science Guide for Elementary Schools*, and has issued a handbook of *Source Material for Conservation Week*,

THEREFORE, be it Resolved that the California State Department of Education be assured of the widespread appreciation of the value of these efforts and be requested to extend its efforts along these lines wherever it is wise and possible.

#### ADULT CLASSES IN NATURE STUDY

WHEREAS, Adult classes in nature study under competent leaders have proved valuable;

AND WHEREAS There is a real and widening interest in nature study and Conservation;

It is respectfully requested that provision be made for the University of California Extension Division and by the principals of evening high schools and E.E.P. classes for nature study classes wherever a demand for such adult classes exists;

AND WHEREAS School and relief funds cannot be used for employment of field trip leaders;

It is urged that volunteer agencies assist wherever possible by providing this important supplementary leadership and instruction in their respective communities.

#### A NEW MAGAZINE IN THE FIELD OF PSYCHOLOGY

A new publication "to promote a knowledge of the applications of individual psychology in the fields of psychiatry, medicine, psychology, pedagogy, criminology, and social work," is announced under the title of *International Journal of Individual Psychology* with Dr. Alfred Adler, originator of the individual psychological technique, as Editor-in-chief.

The *Journal* is published in Chicago and is in the nature of an English counterpart of the *International Zeitschrift for Individual-psychologie*, a German publication, which Dr. Adler and his associates have issued in Vienna since 1913.

The initial number of the *Journal* features twelve major articles, all by authoritative exponents of the Adlerian school, and indicative of the wide scope of this branch of the science of the mind. Among

these are: "What is Neurosis?" by Alfred Adler; "Bronchial Asthma as a Neurotic Symptom," by Arthur Holub; "Homosexuality as Neurosis," by Erwin O. Krausz; "Development of Character," by Ferdinand Birnbaum; "Punishment in School," by Oscar Spiel; and others.

The fact that Dr. Adler is now occupying the chair of Medical Psychology at Long Island Medical College, and that he has already taken first steps toward becoming an American citizen, together with the migration to the United States of other leading individual psychologists, bids fair to transplant the center of this new psychology from Vienna to the new world.

The editors of the new publication invite attention not only to the contents of the magazine but as well to the beauty of its typographical and bookbinding features. An innovation in publications of this type is the hard covers which make it particularly convenient for library purposes, and give it a permanence in keeping with the value of its contents. International Publications of Chicago, the publishers, offer a special rate of \$3.75 per year to charter subscribers. The regular subscription price is \$5 per year.

## PROFESSIONAL LITERATURE

### REVIEWS

WINIFRED E. BAIN. *Parents Look at Modern Education*. New York: D. Appleton-Century Company, 1935. Pp. xiv+330.

Modern education recognizes that mutual understanding of each other by home and school is the basis for effective cooperation. Close relationship between these two institutions is indispensable if each is to make its proper contribution to the harmonious development of the child's personality.

The application of the findings of science to all phases of industrial and social life has brought about change with such breath taking rapidity that no one can be thoroughly informed about existing conditions. The application of chemistry to the manufacture of textiles, for example, has flooded the market with cellular materials from the laboratory quite different from the fabrics of plant and animal origin which formerly constituted the raw materials of the textile industry. The average individual without technical knowledge would be at a loss to distinguish the synthetic fabrics from genuine silks and wools.

Similar illustrations are legion in our technological age. The contributions of science in the fields of biology, psychology, and psychiatry have resulted in changes in education analogous to those in the industrial field, although characterized by greater subtlety. Dr. Bain has undertaken the problem of making in understandable terms the interpretation of changes that have taken place in education.

The objectives of education are presented in answering the question which forms the title of Chapter I, What Do you Want for Your Child? The thoughtful parent wants exactly what the school wants, to help the child to grow in responsibility, to develop an efficient physical equipment, to make good social adjustment, to understand "the mysteries of natural forces and the wonders of man's progress in shaping them," to become good citizens, to have richness and meaning in life through deep and varied appreciations. The parent recognizes with the teacher that since the future is largely unpredictable the safest guarantee for preparation for life is in an education which attempts to realize these purposes on the child's own level in his present experiences.

Will You Send Your Child to Nursery School? is the problem of Chapter II. The author is unequivocal in her opinion concerning the advantages of nursery education for all children regardless of the economic status of the family. The advantages of the program to children and parents are definitely presented together with a typical program of the activities of a nursery school day. The types of nursery school and their historical development is briefly indicated. Similar treatment is accorded to the problem: Will you Send Your Child to Kindergarten? in Chapter III.

The elementary school constitutes the material of Chapter IV. The service of this chapter is the contrast presented between the traditional and the progressive elementary school. The latter is justified on the basis of the growth needs of children of elementary school age.

The lot of the teacher in every community would be a happier one if parents understood the point of view of Chapter V: The Teacher's Contribution to Your Child's Education. Parents should be conscious of how the teacher influences the whole life of the child. To a great extent the child's personality will be determined

by the teacher's scholarship, her domestic and social life, and the attitude of the community toward her. Parents must recognize the teacher as a human being with a personality and life of her own. They must see her as a copartner in the building of a new America.

Parents ask most of their questions concerning changes in the curriculum. Dr. Bain devotes Chapters VI, VII, and VIII to curriculum changes, explaining the introduction of new subjects and the reorganization of subject-matter to secure active living and alert thinking.

Organization and Equipment is accorded brief treatment in Chapter IX. The point of view on grading and promotion, on homogeneous grouping, on enrichment versus rapid progress, on individual instruction, on special classes, on informal groupings, on size of classes is worth the consideration of professional educators as well as laymen. In the area of these problems lies the greatest opportunity for progress in the immediate future of education.

The treatment of the topic, Discipline in the Modern School in Chapter XI, should constitute the basis for animated discussion in a parent education group. The social organization of the school should be characterized by similar ideals. The common sense treatment of behavior problems will be equally valuable to parents and teachers.

The final chapters, Cooperating Educational Agencies and The Future of Your Child in the American Schools give an excellent picture of the school in the community. Fifteen well selected illustrations convey concrete impressions of the procedures of the modern school.

HELEN HEFFERNAN

*Leisure: Loafing or Living?* Seventh Yearbook of the California Elementary School Principals' Association. Vol. VII, May, 1935. California Elementary School Principals' Association. Pp. 156.

School people primarily interested in elementary education are greeting with increasing enthusiasm the appearance of the annual yearbooks of the California Elementary Principals' Association. The Seventh Yearbook published in the spring of 1935 represents a worthy contribution to the commendable standard set by its predecessors.

The title, *Leisure: Loafing or Living?* presents an interesting alliterative challenge to further investigation. The yearbook is organized into four chapters. Chapter I, The Significance of Leisure, consists of seven contributions which develop a philosophic background for the more specific materials which follow. The first article, "A New Thing Under the Sun," by Harry A. Overstreet, points out that if leisure is to become an instrument for developing a rich culture we must alter our point of view and no longer "regard leisure as a menace which threatens to undermine our long and virtuous tradition of toil," but as an opportunity for every man to make "fuller use of his distinctive powers." Overstreet believes that it is "during his leisure that man may conceivably become the kind of creature who will refuse to tolerate, for himself or for others, the type of degrading work life to which he has too long been accustomed." He maintains that the leisure of man will "take on a new dignity" and that those institutions existing primarily for human betterment such as libraries, schools, forums, study groups, little theaters, craft shops, and community centers will come into their own in matters of governmental support.

Individual Growth Through Opportunities Offered by Leisure Time, is the title of Chapter II. Approximately half of the yearbook is devoted to an analysis of the available opportunities for leisure enjoyment. Art, music, poetry, and drama are discussed as cultural approaches. Such aspects of recreation and health opportunities are presented as physical education activities, playgrounds, and sports. The contribution to character development includes boys' and girls' clubs, scouting, campfire activities, and the church vacation school. Intellectual possibilities of leisure include the public and school library and the opportunities they afford for leisure reading, study groups, the "funnies," the "movies," and hobbies.

Any educator will find this chapter replete with suggestions for developing leisure interests in relation to the school program. The chapter implies very definitely not only the new responsibilities of the school to provide education which will lead to permanent, adult leisure interests but to care for the many leisure hours the child has to employ.

Chapter III, Guidance, shows the results that may and do occur when leisure interests are not supplied. The responsibility of the school and the community is clear; youth must be provided with the right kinds of recreational opportunities or the restless spirit of youth will find its own leisure employment which may or may not be socially acceptable. This chapter shows the relation of idleness to delinquency, and the need of guidance.

Leisure Beckons is the title of Chapter IV. Two inspirational articles complete the yearbook, the first pointing the delightful leisure of out-of-door adventures; the second points out the need of economic security if real leisure is to be attained.

The yearbook committee is to be congratulated on the great variety of points of view included. Among the contributors are ten elementary school principals, six college professors, four librarians, three members of the State Department of Education, three supervisors of art, three laymen, two assistant superintendents, two newspaper publishers, two supervisors of music, two teachers, two Parent-Teacher Association officers, two psychologists, and, in addition, a city school superintendent, a teachers college president, a director of a community theater, a director of health education, and a city superintendent of recreation.

The yearbook will be a valuable addition not only to the professional educator but to parents, and socially minded citizens will be interested in the trends indicated for individual and community recreation in the future.

HELEN HEFFERNAN

### CURRENT PUBLICATIONS RECEIVED

BLAUCH, LLOYD E. *Federal Cooperation in Agricultural Extension Work, Vocational Education, and Vocational Rehabilitation*. United States Department of the Interior, Office of Education Bulletin, 1933, No. 15. Washington: United States Government Printing Office, 1935.

BURR, SAMUEL ENGLE. *What is the Activity Plan of Progressive Education?* Cincinnati: The C. A. Gregory Co., 1935.

DAVIS, WILLIAM RILEY. *The Development and Present Status of Negro Education in East Texas*. Contributions to Education No. 626. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

DRURY, SAMUEL SMITH. *The Care of the Pupil*. The Inglis Lecture, 1935. Cambridge, Massachusetts: Harvard University Press, 1935.

*Educating Superior Students*. Association of First Assistants in the High Schools of the City of New York. Edited by Helen Louise Cohen and Nancy G. Coryell. New York: American Book Company, 1935.

*The Historical Approach to Methods of Teaching the Social Studies*. Fifth Yearbook. National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1935.

HOLBECK, ELMER S. *An Analysis of the Activities and Potentialities for Achievement of the Parent-Teacher Association with Recommendations*. Contributions to Education No. 601. New York: Bureau of Publications, Teachers College, Columbia University, 1934.

JOHN, WALTON C. *Graduate Study in Universities and Colleges in the United States*. United States Department of the Interior, Office of Education Bulletin, 1934, No. 20. Washington: United States Government Printing Office, 1935.

- KEESECKER, WARD W. *Legislative Action in 1935 Affecting Education*. United States Department of the Interior, Office of Education Circular Number 142.
- KESSLER, HENRY HOWARD. *The Crippled and the Disabled: Rehabilitation of the Physically Handicapped in the United States*. New York: Columbia University Press, 1935.
- MAPES, CHARLOTTE, and HARAP, HENRY. "Eight Activity Units in Decimals." Curriculum Laboratory, School of Education, Western Reserve University, XXXVIII, (May, 1935)
- MCNEELY, JOHN H. *The Problem of Duplication as Attacked in Certain State Surveys of Higher Education*. United States Department of the Interior, Office of Education Bulletin 1934, No. 19. Washington: United States Government Printing Office, 1935.
- Radio and Education; Proceedings of the Fourth Annual Assembly, 1934*. National Advisory Council on Radio in Education. Edited by Levering Tyson. Chicago: University of Chicago Press, 1935.
- Report of the Curriculum Commission of the Western Association of Colleges and Secondary Schools*. A. J. Cloud, San Francisco, California, Secretary, 1934.
- Review of Educational Research*. American Educational Research Association. V, (April, 1935) Washington: National Education Association.
- SCRANTON, LAURELL L. *Fun and Work for Future Farmers*. Danville, Illinois: The Interstate Printing Company, 1934.
- School Attendance in Pennsylvania, 1925-1934*. Statistical Research Studies. March, 1935, Number 11. Harrisburg, Pennsylvania: Department of Public Instruction.
- Teachers and Public: a Handbook of Interpretation for Teachers*. Eighth Yearbook. Department of Classroom Teachers of the National Education Association. Washington: Department of Classroom Teachers of the National Education Association, 1934.
- Tenure and Contractual Status of Teachers*. Washington: National Education Association, 1935. (Mimeographed bibliography)
- TOMLINSON, REGINALD R. *Picture Making by Children*. London: The Studio, Ltd., 1934.
- WARD, MERLE SCOTT. *Philosophies of Administration Current in the Deanship of the Liberal Arts College*. Contributions to Education No. 632. New York: Bureau of Publications, Teachers College, Columbia University, 1934.